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ABSTRACT

Papers on public libraries, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Role of Public Libraries in Developing Countries with Particular Reference to the Gambia" by Sally P. C. N'Jie (The Gambia); (2) "Public Libraries in the Federal Republic of Germany (FRG)" by Friedrich Andrae (West Germany); (3) "The Growing Significance of Meeting Leisure Time Interests for Reproducing Working Power Demonstrated by the Example of the General Research Library of Potsdam District" by Ilse Schumann (East Germany); (4) "The Position of Public Libraries within IFLA," in which Margareta Torngren (Sweden) discusses the lack of representation of public library groups; (5) "Library Services to Ethnic Minorities in Australia: 1981-1983," in which Radha Rasmussen (Australia) describes public library services to Australian immigrant and Aboriginal populations; (6) "When Can We Stop Trying to Improve the Horse, and Get an Automobile Instead?," in which David M. Truitt (United States) outlines problems in using public libraries and suggests increasing automation as one possible solution to these problems; (7) "Information Technology and New Media in Public Libraries of the Federal Republic of Germany (FRG)" by Gunter Beyersdorff (West Germany); and (8) "The Munich Municipal Library System: A Survey," in which Lothar Thalmann (West Germany) reports on library organization, services, and holdings, including an administrative chart and a list of Munich public libraries. (ESR)

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The Role of Public Libraries in Developing Countries With Particular Reference to the Gambia.

by

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THE ROLE OF PUBLIC LIBRARIES IN DEVELOPING COUNTRIES WITH PARTICULAR REFERENCE TO THE GAMBIA.

I N T R O D U C T I O N:- Since the end of the 2nd world war, the world has become increasingly one intellectual unit. Barriers between various nations have been broken down by the advent of the aeroplane, television and similar improvements in communication, and all countries developed and underdeveloped have suddenly become neighbours. The communication of information from one part of the world to another has become more important. The output of books and documents has increased enormously, and the spread of literacy has greatly enlarged the number of people able to read and understand them. It is not surprising therefore that, under the pressure of the need to ensure the free flow of information through books and documents, a number of developing countries have introduced legislations to either reform or establish public library services, for this has a vital and indispensable role to play in the dissemination of information.

Library facilities for all throughout the length and breath of a country are an immense help in its educational advancement. Democracy can only functiŏn properly through an enlightened people, and this can only be achieved by intelligent use of our educational facilities. In this respect however, we in the developing countries are greatly indebted to the British Council and UNESCO for promoting public library services in Africa.

Public Libraries admittedly are a new idea in Africa, and the African Librarian must therefore create his reading public to a far greater extent than the librarian in Britain or United States. I want in this paper however to look at the role of public libraries in the developing countries and especially in The Gambia, particularly in the light of the diverse social and political conditions within which they may be required to operate, and in particular in the light of the rapid societal changes endemic in the modern world.

RATIONALE:- It is impossible to isolate the public library service from what is happening in the world today, and in particular from develop-

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ments taking place in the educational field. The greatly increased number of people receiving secondary and high school education beyond the age of 15 in The Gambia, and of those receiving all forms of higher education in other developing countries will make increasing demands on public libraries for - books and information. The public library service can help ensure that the heavy public and private expenditure on education and training is productive not only in economic terms but also in terms of human happiness. Therefore, I see the public library as complementary to all branches of the education service, and as an indispensable aid to many activities in the industrial, commercial, scientific and technological life of a country, and as an essential element in the cultural life of the community.

The UNESCO manifesto proclaims its belief in the public library as "a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and between nations". It is my belief also that the public library is a practical demonstration of democracy's faith in universal education as a continuing and lifelong process; in the appreciation of the achievement of humanity in knowledge and culture. It is the principal means whereby the record of man's thoughts and ideas, and the expression of his creative imagination are made freely available to all.

In the developing countries, library authorities see the public library service as one of the forces capable of enriching the human personality, and of preventing the degradation of the individual into a functional unit. The public library will provide and promote the are of services that are relevant to the expressed and unexpressed needs of the community and of identifiable and specific groups within the community. Public libraries with reference to our local communities will develop their own order of priority for the services offered and the groups and individuals served.

It will be agreed that the needs of the individual and of society invariably come from economic factors. It is likely also that practically every public library system in the developing countries is

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suffering from some shortage of resources and thus decisions have to be made on the ordering of priorities. Such decisions must be made in the light of the often urgent and pressing needs of a particular society. Recreational reading as an escape and relaxation from the pressures and conflicts of life; the pursuit of leisure interests and the enrichment of these from books; self actualization through reading as an intellectual process are all examples of ligitimate needs which the public library should attempt to satisfy. Basic education is of such vital significance in developing countries, that the public library's role in this has now taken precedence over all others.

Indeed every developing country needs a network of Library and Information services to enable members of the society to fulfill their role not only as workers, but also as individuals behaving most effieiently.

The economic miracle of many developed countries is not sustained by an exclusive attention to immediate work or immediate Technological developments; information needs to be provided for non-economic activities for improving the quality of life. It could be argued also that the quality of life is only improved through attention to economic activities, such as social planning for housing, education, employment etc. etc. Public library services are for the whole community, and their objectives need to be carefully defined in relation to the society to be served and in the light of the resources available. It is important then, that public libraries are fully supported by Central governments to cater for the various needs of society.

A closer look at the role of public libraries still, indicates that of communication - whether of ideas, thoughts, knowledge, experience or information. Becuase the ideas or information to be communicated vary with time and place, as do the other agencies and media concerned with communication, the objectives of the library cannot be too closely defined, but will be to meet whatever needs are relevant to its role and are appropriate to the requirements of its particular communtiy.

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Even this approach begs a number of questions the most of which is the definition of "Community". In the United Kingdom for example, there has been a growing interest in community librarianship, and some attempts made to reorganise public library services on a community orientated basis. Behind this is a recognition also that public library services are for all, and not only for the better educated or more affluent people within a community, but also for the less literate the disadvantaged, those who are perhaps less book-orientated but whose needs for information and for life-enrichment may be greater. It is no longer sufficient to simply provide a service stock it and staff it, and to say in effect "come and get it". The barriers to many are too great - physical, psychological, conceptual.

To make the public library truly accessible it is necessary therefore to make it an integral part of community life.

It will be appropriate from this point then to look at the role of the public library in The Gambia.

ROLE OF THE PUBLIC LIBRARY IN THE GAMBIA:- Libraries in The Gambia have been the poor relation of other essential services and have never been planned by Government before 1972. The missionaries (i.e. Anglicans, Catholics and Methodists) had libraries in their various missions. Similarly, Government Departments had their own small libraries, which were specifically geared to the work done in the respective departments. The few literate people who were not in such offices, or who could not afford the subscription to use the private libraries had therefore no access to libraries at all.

1946 saw the establishment of the first Public Library in The Gambia, by the British Council. The service though limited in scope at the time was successfully operated until April, 1962 when the library was finally handed over to Government. Because of the importance attached in the preservation of national literature, it was deemed necessary by Government to integrate the services of a National/Public Library together in one building for economic reasons. Government therefore accepted respon-

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sibility for National/Public Library Services vide Act No.31 of 1976 which established the Gambia Library board. A unified library service was also accepted. In this connection, the National/Public Library runs training courses for all library Assistants/Clerks working in all types of libraries.

As a result of the Gambia Government's acceleration of educational developments, free primary education was introduced since 1977. This therefore meant that more and more children went to school; it also meant the building of more primary schools, a sure guarantee that there will be a proportional increase in the literate. A Ten Year Education Policy was also launched by the Ministry of Education since 1976, with the thought of introducing innovation that would gear education towards the relevant needs of the society. A chapter in this policy is entirely devoted to the spreading of library services throughout The Gambia. Such attempts to increase literacy however has made the public library service a real necessity in the Gambian community.

Considering the fact that in The Gambia the percentage of illiteracy is very high, to stimulate interest in the use of a library is not something that is easily achieved, for some people it is gained through practice but for others it is considered a really difficult task. Librarians in many developing countries are struggling to supply materials to students whose education are centred on multiple resource use rather than textbooks alone. Libraries are now reaching out to unserved groups, as is seen in both developed and under-developed countries, but in the case of The Gambia this has only been partially achieved because of limited resources (i.e. finance, manpower, materials etc. etc.). The Gambia public library service is continuously building up the materials and staff to stimulate the desire to learn. It is also supplying resources needed for education by operating a primary school library service to children. The service at the moment covers over 160 schools in the country, of which 110 school libraries were initially established by the National Library with the help of the British Council who provided the basic stock. Because of limited book funds as

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already highlighted only 100 books at a time can be deposited in a school of over 300 pupils. Invariably, the types of books required are not usually available e.g. easy readers. I should also state here that all these schools are serviced three times a year depending on the road worthiness of the vehicles used to reach some remote areas in the country.

The children's department in the public library in Banjul, is the only children's library in The Gambia. It is heavily used and books are badly needed to fill the empty shelves. Because of this pathetic situation, children are therefore allowed to borrow one book for a period of 2 weeks. Story hour sessions, book talks, film shows, class visits, quiz competitions, etc are some of the extension activities carried out in the children's library to draw awareness of facilities available in the library, and also to stimulate and develop the reading habit among children.

The need to provide a library service to satisfy the information needs of the rural population has also been recognised. The book-box and Mobile Library Services operated by the public library are contributing immensely to the effectiveness of the rural library scheme, and it is envisaged that the proposed Branch Library to be shortly established in Basse, U.R.D. will attract a lot of interest. The mobile library service in particular, is a vital link between the public library in the city, and readers in the rural areas, where paucity of the literate inhabitants makes it uneconomical to operate static branch libraries. Even though the bulk of its former expatriate subscribers have since left the country it is still patronised by schools, who use it to supplement their meagre library resources, clubs, local councils, and individuals who live mostly in the rural areas. The service had its initial problems most of which have been overcome over a period of experimentation. These problems, however, originated from the practicalities of the service operating in a peculiar and unfavourable environment.

Although steady progress is being made by the public library in pursuing its rural library objectives inevitably certain constraints have had to be met. The chief among them are finance, unsuitability of some of the books to meet local needs, the demand for textbooks, and problems relating to transportation. The resources of the public library service have had to be so fully stretched, that there has not been room left for any major departure from this norm, with the result that no serious examination

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has been conducted into the problem of non-users. However, the book-box and mobile library services combined most effectively to circulate books widely among the rural inhabitants, and in a large measure have stimulated reading and an awareness of the importance and presence of libraries.

In spite of inadequate resources the public library is also making every effort to bridge the undesirable social distinction growing between the educated and the illiterate classes in the community. Close cooperation has been established between the library and the Non-Formal Education Unit of the Ministry of Education, in the hope of helping to supplement basic readers and consequently to establish small village libraries. The vast majority of the people in the villages and rural areas are illiterate. The trend towards urbanization has led to the concentration of disadvantaged persons in these areas. These people who are mostly petty traders, and farmers have few educational opportunities, and any effort to supply them with the right type of information, will be a boost to the national development process.

In my opinion the most effective role that librarians in The Gambia public library can play in adult education is that of helping the people to help themselves. Librarians in general should strive to be less dominated by a print mentality, and place more reliance on the use of non-book materials. They should show a real personal involvement in rural community life. The strength of any library service is dependent upon relevant, adequate and comprehensive collections of materials including films, film strips, recordings, etc. This is a tremendous responsibility, and The Gambia Government having recognised that the country's progress depends upon the free flow of information, should therefore appropriate funds on a scale commensurate with the librarians' responsibility.

Much of the recorded information in The Gambia is concentrated in a number of small locations which are inaccessible to the great majority of the people, and are therefore largely under-utilized. The present public library facilities cannot sufficiently satisfy the rapidly changing needs of the Gambian society. In this regard therefore there is the need for coordination and cooperation in order to ensure the full and proper use of our information resources. Again, there is also the urgent need for

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national guidelines to ensure the development of a nationwide network of services. The Departmental and Institutional Libraries in the country have not as yet fully adopted the policy of pooling together their resources to serve the general public. Admittedly, to do this the public library work force must be properly trained in different aspects of library and information techniques.

Fortunately though, the nation has an official centre in the National/ Public Library to coordinate and make available information about the existence and location of the resources that can be shared. The library has recognised the need to ensure coordination. If our nation is to achive the most effective use of its information resources, and to get return for funds invested in them, common goals, objectives, methods and standards are needed for the coordinated development of information facilities.

What is needed in The Gambia at the moment is a concerted nationwide effort to obtain increase central government support for libraries of all kinds. The Gambia Library Board, and librarians are all in the struggle to seek close planning relationships and service programme with the education planners. This I hope will benefit our nation's adults, and children, and we would ultimately gain the educational services libraries have the potential to provide.

CONCLUSION:- The contribution that public libraries can make towards national development is enormous and obvious. The problem however, is how to overcome the illiteracy barrier in fulfilling the social functions of public libraries meaningfully. It is in this direction therefore that new thinking and approach are required, because in most developing countries like The Gambia, libraries which are expensive services to provide are supported from very scarce national financial resources.

The level and kind of basic public library services provided in Africa today, are for lack of funds and manpower, probably similar to those which were offered by developed countries a century ago. At the same time, some African countries expect their public libraries to provide sophisticated services similar to those given by the British Library for example, or

even Library of Congress. This is a great dilemma which can be compromised by striking the right balance - a very difficult task indeed. The provision of library services to rural areas for example, should be fundamental in all public libraries as is the provision of documentation services to planners, decision-makers, etc. To be effective, public library services must be planned to complement adult education programmes, particularly functional literacy projects. If such services are administered successfully they have probably the biggest political impact.

The provision of documentation services to decision-makers and planners is very necessary even where they form, comparatively speaking a small percentage of the population in African countries. One of the reasons why libraries in general and public libraries in particular are not given the recognition they deserve, is because they do not provide decision-makers with information they require. No wonder these top-level people do not appreciate the public library's role in development, hence the inadequate funds provided for libraries. The delivery of relevant and reliable information in good time is crucial for making the right decision.

In order therefore, for the public library of today to perform its traditional services as well as new ones there is a need to integrate library and documentation services in its structure. Public libraries ought to provide documentation services in cooperation with other types of libraries. Documentation is not the task of special libraries or documentation centres only. The field of knowledge is so vast that all types of libraries can disseminate information in mutually agreed disciplines or subjects of specialisation. The integration of library and documentation services is a necessary change that a public library ought to accept if it is going to play a significant role in development and if it is going to be recognised. By doing so, public libraries will also be implementing the suggestions put forward in the Unesco Manifesto.

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Section: Public Libraries

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Public Libraries in the Federal Republic of Germany

by

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Public Libraries in the Federal Republic of Germany.

Giving a survey of the Public Libraries in the Federal Republic of Germany is something like trying to describe one of those lovely meadows in the Bavarian mountains at this time of the year: an enchanting picture, but also a flowering wilderness of hundreds of different herbs and plants. The first thing we have to say is this: The main characteristic of Public Libraries in this country is a considerable diversity. It seems impossible to discuss more than a few selected aspects in a short time.

For the extent of variation, there are several reasons: different lines of historical development, different purposes the libraries are concerned with, or the different institutions they are set up and maintained by. I shall try to explain this.

Seen historically, the beginning of Public Libraries in Germany in the 19th century was initiated by individual founders or social groups aspiring to very different aims. At that time, a number of libraries were already existing, some of them very old and with a great tradition, but again of different origines. The development of the Public Libraries was influenced by these conditions, and the conditions were in turn the results of our national history. You have to bear in mind that - apart from the 12 years of Hitler's regime - there has never been a centralized state in this country. For centuries the "Reich" was not more than a federation of sometimes over a hundred political states and free towns, each with its own cultural individuality. Even today the Federal Republic is formed of a number of member states called "Länder".

Back to the beginning of the 19th century. The book collections of the old town councils, most of them dating back to the end of the Middle Ages, had developed into communal libraries of a more professional character which were mainly used by the progressive-minded, liberal bourgeois middle classes. On the other hand, the private collections of dukes and princes had been opened to the general public in the form of county or state libraries, some of which also received collections originally in possession of the church. Finally, there were the university libraries, most of them very old and comparatively large.

Public libraries in the modern sense of the word were something new. I mean libraries which were set up beside the institutions which were already in existence. They were planned for a strictly defined purpose and limited to a special group or class of readers. This new type of library was to enable the underprivileged classes of the beginning industrial age to take part in the bourgeois culture, to give them access to "good" books and general knowledge, to offer them ethical guidance and so to improve their chances in life.

This began with private foundations, and it was not before the end of the century that these tasks were understood to be a public responsibility. Only then the communal "Volksbüchereien" (folk libraries) or "Bücherhallen", as they were then called, came into existence. New ideas were adopted from abroad, mainly from British and American Public Libraries. They became a sort of model for the so-called "Einheitsbücherei" which was to integrate the communal research library and the "Volksbücherei" in a single unit.

After this period, however, progress went in a direction different from that in the Anglo-Saxon and Scandinavian countries. The reason for this was a professional controversy, methodical as well as ideological, which lasted about 20 years. There were different opinions about the lines on which public libraries should develop: On the one hand there was the Anglo-Saxon concept, on the other hand there was a view that beside or instead of the original, broadly educational purpose the literary education of the people, in a narrow sense of the word, should be the main task of the public library.

Judging from today, this controversy had a paralysing effect which lasted for quite a long time and produced a sort of gap between Germany and the other countries, as well as between public and research libraries in this country. Rather typically, open access was not a first adopted here as a rule. Instead, a closed counter or hatch system was invented which was claimed to offer better opportunities for advice and guidance to individual readers. This specifically German type of Public Library stressed the importance of the librarian as the necessary mediator between the book and the reader. In Hamburg, the first branch library with completely open access in all its departments was established in 1933; at that time, the majority of German public librarians were opposed to such an arrangement. The way they preferred, the counter or hatch library, was leading to a dead end;

especially so because from 1933 on Hitler's regime tried to make use of the public libraries as instruments of its political propaganda and as means to better influence and control the subjects of the totalitarian state. World War II did the rest to destroy the Public Library. In 1945, there was hardly anything left but ruins: buildings bombed or closed, book collections lost or damaged, and the old, highly idealistic spirit soiled and suspected.

In the post-war years, a new beginning had to be made. The reconstruction had to be done on two separate lines.

Firstly, the material conditions for library work had to be restored as fast as possible in order to make up for the lost years and to catch up with other countries with modern library systems. The material effort was enormous: the number of libraries was increased as well as the numbers of books in the collections, more librarians were employed, new buildings were erected.

Secondly, there was another task no less important. A new philosophy was needed as a foundation for a modern democratic Public Library - public in the sense of being accessible to everyman and serving everybody with free and general information.

All this was achieved, and in due modesty it may be said that the standard reached within the last few decades in the Federal Republic of Germany is comparable to that in the Anglo-Saxon and Scandinavian countries.

A second reason, as we said before, for the manifold variations and differences among libraries in Germany lies in the number of different institutions responsible for them. Our country's constitution places all cultural matters within the authority of the single federal "Land"; there is no institution of genuine central competence, although there have been occasional exceptions to the rule. There is no genuine National Library, but three libraries in Berlin, Munich and Frankfort, which are dividing the functions of a national library up among themselves. There is no central federal legislation either to regulate or co-ordinate library policy. Moreover, the administrative authority of the federal "Länder" is on the whole limited to those libraries which are directly owned or maintained by the state. Those are mainly the research libraries like State or County Libraries, University Libraries, and other academic or special libraries.

The Communal Public Libraries are regularly under the authorities of cities, non-self-governing municipal or rural communities, or the counties; or they are under the authority of free organizations like churches or parishes.

The presence of long-lasting historical structures, and the absence of legal foundations, have the effect that Public Libraries are not at all uniform as to their forms of organization or even their state of development. It is true that distinctions of quality have been gradually disappearing over the last years. But in the present situation of budget economy new disparities are apt to arise. Nowhere, in none of the federal states, is there a library statute, which means that the communities are free to establish, maintain, and develop Public Libraries, or not to do so. Public Libraries are a completely voluntary service of the communities.

Certainly all this seems very complicated. Just because of the complexity, and because we as librarians thought it necessary to steer library development from competing single efforts to well-designed co-operation, the "Bibliotheksplan 1973" was made. This plan is not a statute, nor can it ever be one. Rather it is the attempt to outline a library network to cover the whole of the Federal Republic and to devise common basic standards.

The idea is to guarantee an all-over supply of information and literature for the whole country by means of organized co-operation. The Public Libraries have a vital function within this network, because they are to be the broad basis on which all other types of libraries, graded according to specialization, are to form a sort of pyramid. All-over decentralized supply secured by centralized co-operation, that is the nucleus of the plan.

So much for the planning. Present reality can be expressed in numbers: In the Federal Republic there are nearly 3000 Communal Public Libraries in the charge of full-time, professionally trained librarians; their collections number about 57 million units, their yearly circulation was recently 163 million. But this is not everything. To complete the picture, there are many small libraries run by part-time working, non professional staff, and there is also a big number of church or parish libraries of different sizes, also run by professional and non-professional staff.

As to the forms of organization, you have to distinguish between rural libraries and those in small communities on the one hand, and the bigger communities and big cities on the other.

Rural libraries - in spite of great progress and considerable expansion in recent years - is still very heterogeneous. As a rule the small community is not in a position to keep an efficient library from its own financial means. Since many years ago, and practically everywhere, a so-called mixed financing is practised, which means the expense is shared at equal parts between the community, the county, and the "Land". In many cases the rural communities which keep the libraries and the authorities which grant the subsidies have formed specific administrative unions.

In all the "Länder" so-called "Staatliche Büchereistellen" have been set up, which are responsible for the service and the supervision of the rural libraries: They divide the state grants between the counties and communities, advise the librarians, assist in the foundations of new libraries or in the selection and purchase of books, they render allsorts of professional and practical services, and they also organize inter-library lending.

The best progress in this field has so far been made in Schleswig-Holstein. Following the example of the neighbouring Denmark a remarkably homogenous, decentralized library system has been developed which may serve as a model for any large, extensive regional library system.

In the towns which constitute districts of their own - we call them independent, self-governing communities - there are also great disparities as regards structures and standards of Public Libraries. For many years after 1945 there were places where the grand old Town Council Library and its younger rival, the Public Library, were competing against each other. Meanwhile, nearly everywhere these two institutions have been combined as the one Communal Library.

In the bigger communities and in the big cities there are today library systems with a central library and a various number of branches. There are, however, differences in several respects. One of these is the different proportions of centralization and decentralization. As a rule, the central organization handles the financial administration, the purchase and

cataloguing etc., often with the help of automatic data processing. But there are differences concerning the independence of the branches as to book selection and stock development. In some systems, this is strictly centralized, so that the branches are left with nothing but the service to the users. In other systems the branches are more independent, following the motto that the branch librarian knows the branch users and their interests best of all.

Centralization and decentralization are also dependent on the respective sizes of head library and branches, and also on the function of the central library within the whole system. Again, problems in this field have been met with different solutions.

Organization is also varied as regards the equipment with mobile libraries, the existence of a separate music library, a library for the blind and other special institutions. In some places, but not all, prison libraries and / or hospital libraries are included in the system. The integration of school libraries has on the whole made considerable progress.

As to their financial means Public Libraries are in very different positions. The discrepancy between urban and rural conditions, or between bigger and smaller municipalities, has admittedly become less, but yet financial ressources are not at all equally distributed, so there is still a problem of some being rich and some being poor. Again, we painfully miss a library statute which would guarantee and standardize the financial supplies.

Most important of all, the financial equipment of the Communal Public Libraries is influenced by yet another speciality of German cultural policy and cultural reality: It is the existence of theatres and opera houses which, for most town councils, have absolute priority before any other cultural institution. Indeed, in times begone the theatre or opera performance was the favourite social occasion for the educated bourgeois classes, and although this seems to have changed recently, the theatre is still considered as representative of the town's cultural life. Every town or city is proud of its theatre and tries to keep it in state even at a heavy expense. You can see this sort of appreciation looking at the names of the streets: there is a "Theaterstrasse" or "Opernplatz" in many places, while you will look for a Library Street or Square in vain.

Let us not, however, discuss money matters any further. Empty cash-boxes are the problem everywhere, that is no German speciality. Our communities are more or less at the end of their financial ressources, and, again like everywhere else, libraries are the first and favourite object of economizing.

Perhaps a few words should be said about the political concept and the philosophy on which Public Library work in our country is founded. Our political constitution says that every citizen has the freedom to obtain information from sources that must be freely accessible to everyone. This is one of the basic rights of the citizen, a right not to be altered or abolished, similar to the freedom of opinion. From this democratic principle we deduce the duty of the political authorities to establish, maintain and develop Public Libraries in order to enable the citizen to exercise his right of information. Also the constitution says that there must be no censorship. From this we deduce that no influence, political or in any other way non-professional, is permitted as to the selection of books or as to the librarians' devices of giving access to information. We in Germany have learned a bitter lesson about what happens when the government or a political party gains control over the purchase of books, or over the decision about which books are written, printed, and read. These things which we have witnessed must never happen again.

About the right way to do our duty and achieve our aim there is plenty of discussion. At first, just after the war, an educational attitude was prevalent, although in a more general sense than before and no longer limited to the lower classes. The open access library was soon accepted as the only possible form. At the end of the 60es there were new ideas about a library whose main task should be the information about all conceivable fields of knowledge, without any consideration of educational value. This concept has recently been criticized especially by the younger generation of librarians. These young people, instead of worshipping information as a value in itself, emphasize the importance of "social library work". This is founded on a new social awareness, an understanding of cultural policy as a medium of social policy. The main distinction between the two theories is roughly this: one group starts from the existing library collections and discusses the methods to spread knowledge and creative impulses among the readers. The opposite

group starts from the reading individual and seeks to help and encourage readers to solve their own problems, fulfill their needs and to participate in the great issues of our present day.

This is the state of the theoretical discussion today. More importantly than by theories the Public Library is determined by the mentality and the creativity of the people working in it to serve their fellow-men; and more important than material conditions is the library spirit in which this work is conducted.

I have tried to give a short survey of the Public Library in the Federal Republic of Germany. It cannot be complete, since it is hardly possible to paint a correct picture of the hundreds of different colours and shades. If you will allow me a personal remark: I feel this many-coloured, lively picture is something positive and stimulating and often fascinating. I hope I have succeeded in expressing some of this and not boring you with too many details.

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DIVISION OF LIBRARIES SERVING
THE GENERAL PUBLIC

SECTION OF PUBLIC LIBRARIES

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The growing significance of meeting leisure time interests for reproducing working power

demonstrated by the example of the General Research Library of Potsdam District

by

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Head Librarian of the General Research Library of Potsdam County

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It is a generally accepted fact that the world of the 20th century differs basically from that of the 19th century with respect to its nature and that owing to the rapid development of science and technology the living conditions of the people have changed radically, particularly during the last decades. Our life has - as people generally say - also become faster, our leisure time has been restricted. Thus, you could think the topic I am going to deal with is either unnecessary or does not have any future or that it is even impossible to specify it precisely. Maybe, a contradiction will even emerge from this theme?

Nevertheless, I will dare to take up the topic and try to illustrate my statements by means of as many facts as possible of the direct library practice as well as facts from the social reality that cannot be separated from the activities of libraries.

At the beginning of my paper I want to evolve the thesis: Every year in the GDR the demands on well-arranged leisure time activities and thus the demands on libraries increase inspite of and even caused by the rapidly advancing mechanisation and automation.

How will I offer and specify the evidence?

First of all we have to mention that progress in the field of technology, e.g. rationalization measures, also increase the leisure time of the working people thus putting higher demands on the arrangement of leisure time activities. But in addition to this quantitative factor I would like to refer to qualitative aspects in particular. In the GDR where a socialist society has been established every economic process is characterized by growing intensification. Thus intellectual demands on working people are also growing to a large degree, creative participation in social processes, in production, management and planning is considered relevant. A great number of work collectives of innovators and rationalization experts are trying hard to rationalize working processes. Particular attention is paid to an increase of labour productivity and scientific-technological advance. Not only every schoolchild is informed on these aspects, they also influence decisively the training of apprentices as well as the work of skilled workers, engineers and scientists. In this matter we have to realize the links to our topic.

In the first volume of the "Capital" Karl Marx explained:

"Die Produktivität der Arbeit ist durch mannigfache Umstände bestimmt, unter anderem durch den Durchschnittsgrad des Geschickes der Arbeiter, die Entwicklungsstufe der Wissenschaft und ihrer technologischen Anwendbarkeit, die gesellschaftliche Kombination des Produktionsprozesses, den Umfang und die Wirkungsfähigkeit der Produktionsmittel und durch Naturverhältnisse." [1)]

(Labour productivity is determined by manifold conditions, among others by the average degree of workers' skills, by the stage of development of science and its technological applicability, the social combination of the production process, the scope and efficiency of the means of production and the environment)

That means, labour productivity essentially depends on the level of training and education, determining in connection with experience the "average degree of skills". That means at the same time that all education institutions including libraries as well assist in increasing the individual potentials for higher productivity. The high education level of GDR working people (all children attend the ten-year polytechnical school, as already as 1980 80 per cent of working people passed vocational training or were graduates of colleges, para-professional schools and universities) forms a solid basis for mastering the scientific-technical revolution and realizing more and more the advantages of Socialism. This is of great significance

since in our country it is necessary for four to six working people to take up qualification courses in order to eliminate one job.

The tasks of libraries being directly linked with the reproduction process are supplemented by their objective to contribute to entertainment in order to increase the intellectual, physical and social welfare. Primarily emphasis should be placed upon the fact that education can entertain and entertainment can educate, that means there is an interrelation, by no means an antithesis. But we have also to realize: who has been working for five days a week who has the right to get the chance of reproducing its working power in his leisure time. Therefore all facilities have been established for working people of our Republic, and libraries are part of these facilities. Since the foundation of the GDR in 1949 they have been extended on a large scale so that at present public libraries alone provide 2,4 volumes per inhabitant. In addition, there a trade union libraries and a great variety of special libraries.

Public libraries of towns and villages are education institutions as well as institutions for arranging leisure time activities on a high level. The unity of these two components decide increasingly on the thinking and acting of our people and certainly forms the basis of the high number of library users in our country. The term "Reading country GDR" has become a well-known saying. Reading books is highly esteemed in our society and is a part of the socialist way of living.

Klaus Höpke, the Deputy Minister of Culture of the GDR said once,

"The possibilities to read and the trend to read more than up to now are really great in our country." [2)]

Book production has been adapted to these increasing needs. While in 1971 for example 116,1 million copies were printed 148 million copies were printed in 1980. At present more than 7 books per capita are printed annually. By the way, every seventh book published in the GDR has been translated from another language, with regard to belleslettres even every third one. Translations from almost 40 languages demonstrate the cosmopolitan book publishing of the GDR.

In connection with the increasing book production the holdings of the libraries increase continuously being the prerequisite for meeting readers needs. By means of book trade alone the increasing reading needs cannot be met.

In the District of Potsdam public libraries have more than 3 million volumes available, i.e. 2,7 volume per inhabitant. Apart from books and periodicals the holdings include records, cassettes, art reproductions and partly games for children and young people.

My paper refers to the General Research Library of Potsdam forming the head library of the public library network of the District of Potsdam and being located in the District Capital (130 000 inhabitants). By means of this example I would like to demonstrate how leisure time needs and interests can be come

up to and how education and entertainment form a unity in this respect.

The institution is housed in a modern and well-equipped new building opened in 1974. It is located in the centre of the town and covers an entrance hall, two open access storeys for users, a storey housing the stacks and a storey with the staff members rooms. On the ground floor of the building there is a large bookshop so that many Potsdam inhabitants it simply call "House of books". Annually 700 people use the library every day on average, in winter sometimes more than 1 000. One condition that contributes to this high number is certainly to be seen in the opening hours: Monday - Friday from 9 a.m. to 8 p.m., Saturday from 9 a.m. to 6 p.m., i.e. 64 hours weekly.

Let us accompany a new user who has a careful look at the house first and tries to get as much information as possible on the offered possibilities.

Already in the entrance hall his attention is drawn to a great variety of information material on arrangements as well as on the library itself. He reads that there are different arrangements weekly, such as authors' readings, discussions, musical-literary events, spezial arrangements for children. Young people have the chance of joining one of the two library clubs for youngsters. A great number of apprentices, young skilled workers, pupils and students use this opportunity.

The third club, the children's club, is also very popular. At the Service of the entrance hall a staff member is just speaking to a member of a workers' collective who wants to take part in a guided tour of the library and a class of 14 year-old schoolchildren is just going to pay a visit to the open-access library on the first floor. Now two other persons are entering the hall who want to ask for tickets for evening events, once for the family and once for an apprentices' collective. If you go upstairs to the open-access libraries you will see the information on the "Gallery at the library"; at the moment there is an exhibition on the well-known actress Helene Weigel. In the open-access library on the first floor of the library the user has a broad offer for training and entertainment at his disposal: belles-lettres, daily newspapers, general education journals, records, cassettes, notes and music literature as well as the arthoteque with art reproductions and original works of graphic arts. On this floor there are also the children's libraries and the youth literature department where chess may also be played. Comfortably equipped corners invite you for a rest, a small canteen with a coffee-machine and a TV-set offers refreshments and in the music department you may listen to records or cassettes by means of headphones. This department also presents the "Linguatheque", a collection of 30 different languages on records or tapes being used more and more intensive by users who want to learn or to practice a foreign language. Catalogues provide access to the holdings of this floor. Here you will realize a continual coming and going, and young and old make use of the great variety of

ideas and suggestions. Although the user we have joined really wanted to become acquainted with the adults' library only he has a look at the children's library behind a glass wall. Well, it is true what he read recently in a paper, "It is like watching children in a large nursery playing board games, listening to records by means of headphones or just looking for an interesting children's book. In an atmosphere corresponding to children young users may attend to their hobbies and make use of purposeful leisure time activities by exchanging experiences and ideas with children of the same age." 3)

The artotheque with pictures and posters is also frequently used - as an addition to subjects like drawing at school or for decorating the own room.

Now we are going to the second open-access library including scientific and special literature for all users. Between the shelves there are 130 reading places. Like every day there are many young people reading and studying. The stock ranges from hobby-books to special scientific books; this floor especially demonstrates both education and entertainment. A great number of users look for and find above all books for advanced education. The high level of training that has already been mentioned requires permanent advanced training due to the continuous advance of science and technology. By means of the holdings on this floor - more than 120 000 units - all spheres of individual development are taken into consideration: extension of general education,

deepening of historical, geographical, scientific and artistic knowledge, acquistion of skills for household and gardening up to the highest level of science and technology of the world. The book stock is supplemented by a great variety of periodicals of which the current volumes as well as past ones are made accessible in the open-access library. In addition to the open-access library the stacks offer 350 000 copies that can be provided in some minutes only. But our user discovers a speciality on the second floor: an information centre for literature propagandists. More than 1 000 portfolios with prepared book reviews for children, young people and adults as well as 500 radio-plays on tapes and 25 slide-series and slide-shows with texts are available. They may be lent by people interested in. They are teachers, collectives of enterprises, staff of social organizations and all those who want to make different groups of people acquainted with special books or who want to do something for literature propaganda in particular. These interesting materials are largely used.

Before our user finishes his visit of the second open-access library with having a lot of new ideas in his mind his look falls on the reading devices at which several microfilms got by means of interlending are just being examined. In going downstairs where he will have himself registered as a user, registration and library use are free of charge, he remembers the words of a friend, "At this library you may occupy yourself all the day long and you will always discover something new!"

Let us add some facts to these impressions.
The number of registered users and loans have been increasing continuously since the library was opened.

	Users	Loans
1975	24 156	363 249
1979	28 800	441 901
1982	32 726	514 470

Concerning 1983 we may realize already these days that the numbers will increase as well. It may be rather interesting that 57 per cent of the users over 14 are between 14 and 25. In addition to lending of books and other media the library is efficient in other fields. In 1982 30 000 oral and 500 written bibliographic references were registered. Written information on certain special fields in form of lists was given to experts covering several hundred bibliographic data. 380 guided library tours for more than 6 200 participants were organized. On the basis of agreements with apprentices' hostels and vocational training schools the apprentices of the first training year are introduced the library. Schoolchildren of the second, fifth and eighth grades are made familiar with the library in this way. It is the objective of such introduction to make the users independent with regard to library use. Our efforts are directed at steering the user into an active use of library holdings as well as at contributing to a proper use of the large, well-equipped open-access library. In addition to the guided tours 220 events with 6 590 participants were organized in 1982.

One of the most important prerequisites for the systematically growing efficiency of the General Research Library of Potsdam is the continuous allocation of the funding required. Every year about 40 000 books and other media may be bought, and in addition, the Government makes extensive funding available for literature propaganda. Thus the Library is able to offer topical holdings for education and entertainment and to cope with the social requirements in the fields of science, production and everyday life. In this way we are interpreting our responsibility within society and are sure that in the future as well being characterized by further advance in science and technology library efficiency will increase and our objectives will be more extensive, comprehensive and interesting.

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Division: Libraries Serving the General Public

Section: Public Libraries

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The Position of Public Libraries within IFLA

by

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IFLA COUNCIL 1983

THE POSITION OF PUBLIC LIBRARIES WITHIN IFLA

Margareta Torngren
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To be asked to give a paper on the position of public libraries within IFLA at an a occasion like this and in front of an expert audience, is of course a challenge. To accept this task is still a greater challenge especially if one, like myself, does not have a great experience of international library work or any deeper knowledge of the statues and the structures of IFLA. At the other hand this gives me the opportunity to study the subject, collect facts, ask silly questions without fear of stepping on somebody's toes. Moreover, all over the world, there are libraries with good literature on the subject and there are also competent colleagues to ask for advice. Finally, the subjest is fascinating. Fascinating, since I have to prove the following hypothesis:

If public libraries are of importance to people in different countries, this has to be reflected in the world library organisation of IFLA. Then public libraries should hold a strong position within the organisation. To be able to prove my hypothesis I have asked myself some questions. I hope you will overlook the fact that there will be some examples from Sweden. That is the country I know best and there has not been enough time for very extensive studies.

What do public libraries generally mean to people in the developing countries and in the industrialized countries? What part do they play in the acquisition of reading ability, the training of reading ability, the reading tradition and the cultural heritage of each country?

Of what importance is IFLA to Sweden? Are border lines between public libraries and research libraries being wiped out in a world of information, where we need national as well as international networks?

How is the importance of public libraries being reflected within IFLA? How many public libraries are there compared to other library members? Finally, is there a need to strengthen the position of public libraries within IFLA? Is there a need to revise the statues and the structures to be able to meet the demands of today and tomorrow in a better weay? How is that to be done?

Are public libraries important to people in the developing countries?
President Nyerere answeres the question in the introduction of "Books build nations", published in 1979. The book, written by the library experts Kuangamno and Ilomo, deals with library service in Tanzania. (1)

"Literacy is a tool. To be useful it has to be used. And using it to the full involves reading books. Without a public system it is not possible for anyone to get access to all the different kinds

of books that he or she may want to read or consult as he develops his mind and his abiblity. And the poorer the person (is) the more essential it is that a library exists near at hand. For poor nations a library service is vital. To develop an educational system and to say you cannot afford a National Library Service is not very sensible. Books can provide information and ideas and provoke our own thought - which is the basis for all human development."(1)

If people do not get convinced by this statement they might very well listen to another voice from Africa. In a speech held at a conference of Libraries and National Development, an Afro-Scandinavian conference in Finland, Gloria Dillsworth from Sierra Leone said:

" If libraries are to attract young children in rural areas librarians must become involved in the battle against illiteracy and must therefore ensure that all children have, firstly, the ability to read and secondly acess to a wide selection of books at the level of their needs, interests and experience." (2)

Futher more she said:

" Many governments do not seem to appreciate the part libraries in developing countries can play in eradiction of illiteracy, where there are vigourous national mass literacy campaigns going on. In spite of the remarkble efforts made by many developing countries in Africa and The Third Wolrd, it is estimated that by 1980 there will still be 240 million children between the ages of five and 14 not attending school and there will be 820 million illiterates, 20 million more than at present. The World Ban Atlas of the Child drawn up for the international year of the child contains some alarming statistics. By year 2000 it is estimated that the number of children in Africa will increase by 72 % and this will naturally increase the percentage of illiteracy and aggravate another problem for librarians in Africa - readership. With a high illiteracy rate, where do we find readers?" (2)

I did not have time to check these figures, but you will get convinced of the accuracy of her statement when you hear the figures from World Statistics 1981. 150 million people learnt to read but 50 million lost this capacity because of lack of training. The tool - the book - was not avaible.

What is the public library situation in Sweden today?
Sweden - a small country with 8 million inhabitants - has no Public Libraries Act. There is a public library system in all our 284 municipalities. The standard of the public libraries is variable since it is up to every single municipality to decide how much money they want to spend on their libraries.
At present a governmental investigation is being made in Sweden on the aims and tasks of public libraries in the Swedish society, considering the basic functions of public libraries; to stimulate and support reading and to supply the public with information. The investigation also has to find measures for attaining an equal library standard in different municipalities and find out what kind of government subsidies are to be used, ways for the new information technology and many other things.

The investigation is expected to conclude its work in spring 1984.

In the last few years the public libraries have attracted attention in many ways. There are many reasons for this. The government investigation has given the press a reason to write about the public libraries.

Many municipalities have planned to close down library branches because of a bad financial situation. People have protested energetically against these plans and they have joined together to save their libraries. Never before has Sweden seen so many individuals actually fighting in different ways to protect their branch libraries. In addition there are a number of campaigns going on aiming to focuse people's attention on books, reading and literature and to point out the different fields of activity of public libraries.

Why does a country like Sweden need reading campaigns?
Let us look back into history. (3)
When the first book was printed in Sweden in 1483, only the learned men of the Church and the State could read. The printed word was thus first taken into service of the church. The Lutheran reading tradition was spread all over the country. From the end of the 17th century it was characterized by learning the text by heart and reading aloud. This did not lead to an ability to write. But it was a widescale education of the people. It gave Sweden, at that time one of the poorest nations of Europe, an extraordinarily wide spread literacy long before the Industrial Revolution and the compulsory elementary school. But as a well known clergyman and writer put it:

" The education of the working classes should be essentially religious, all other kinds of knowledge ought to be regarded as dispensable, not to say harmful."

The most important break with the catechism-reading came with the popular movements and their volontary educational activities. The vicar and the local police were no longer indisputable authorities. A democratic schooling was initiated by the fact that people tried to interpret the Scriptures in their own way. People became pietists - in Sweden they were called "readers" - because they read the Bible in a new way with a strong urge to understand the deeper meaning of the text. The labour movement, the free church movement and above all the temperance movement founded their own libraries. The great advantage of that was that books were close at hand for people to read. As a matter of fact these small libraries created opportunities for the development of the reading ability. A great effort was made to teach reading, to improve the language, the ability to express your own opinion and to receive education.

Today this idea is still valid, though in a somewhat different way. The reason for this is that many young people leave school without being able to read coherent text. This is a fact typical in many industrialized countries where television and video are srred at the expense of the book. There are also some adults that need reading education. Therefore it is important to safeguard not only the acquisition of reading ability, but also the training of reading and the reading tradition.

That is why Sweden initiates book and library campaigns. Since two years the National Council for Cultural Affairs supports a special reading campaign in a region in central Sweden, in Dalecarlia. The theme is: Books make the soul fly. Public libraries, schools and educational associations connected to the popular movements co-operate to stimulate adults and children to read good literature. The experiences are encouraging.

Since we are celebrating the 500th anniversary of the first book printed in Sweden, we have another good reason for rallying the support of the book and the libraries. This means that the whole year of 1983 is one big birthday party with many different ways of celebrations. A lot of organizations are taking part, e g writers, trade unions, museums and schools.

In October all the public libraries in Sweden will arrange a library campaign during one week. The slogan of this campaign will be: " The Library is fantastic !" This will be the first nationwide initiative in which all public libraries are participating. The purpose of the campaign is to show the public all the possibilities and resources there are in a public library, not least the reference function. In the autumn the Swedish Writers' Union will start another big campaign which will point out the importance of reading practice and literature at school. The writers are going at it in an unconventional way. They will borrow two railway carriages from the Swedish State Railway for a tour to different cities in Sweden. At every stop they will visit schools, libraries and industries in order to promote interest in library service to the workers too.

These few examples from Tanzania, Sierra Leone and Sweden clearly show that the importance of public libraries is enormous. The examples could be multiplied wherever public libraries are developed and library systems are built.

Of what importance is IFLA to public libraries?
As a start let us look at the number of members. The membership statistics of May 1983 from IFLA Headquarters show that the number of public libraries are 206, hospital libraries 73, children's libraries 101 and school libraries 80 - a total of 460 libraries.

I do not know how big the possible number of members could be, but I know that only one swedish public library is a member of IFLA. That is really very strange. Still many of the measures in different fields taken by IFLA have been of great importance to Swedish public libraries.

The Unesco Public Library Manifesto, revised 1972, has in a decisive way influenced the policy of Swedish public libraries. At endless number of times librarians have referred to the statement that public libraries should provide free access to their services - a good support against conservative forces.

Another important field is e g ISBD, International Standard Bibliografic Description, a series of standards which in the last few years essentially have promoted a standardization of the cataloguing rules all over the world. The strong connection between ISBD and the new Anglo-American rules make a Swedish

adaption fairly simple. International standardization is an advantage to Sweden. Most of the titles in the two Swedish data bases for research libraries and public libraries are foreign.

I am sure that IFLA is of greater importance to public libraries than only 10 years ago. The IFLA-congress last year in Montreal with the theme "The importance of networks in the present world of information" showed this very clearly. Modern society with its information technology demands a co-ordination of all kinds of libraries. The IFLA-program UAP, Universal Availbility of Publications is of course of great importance to public libraries, especially when dealing with interlibrary lendings. All countries that belong to Unesco are recommended to follow this recommendation:

"Take urgent steps,...for the design and the implementation of (a national aquisition policy) as a mean of improving availability (of publications)... Member states...should consider a (national interlending policy) as one of the essentials means of improving availability (of publications) national interlendning systems and national repository plans." (4)

Study of the structure of IFLA.

The work of IFLA is a matter of great consequence to the development of the public libraries in different countries and to international solidarity. Why then are there not any more Public Library members? IFLA is of course quite dependent on having many members. The more members, the stronger the Federation. The better the financial position, the better the capacity of the organization.

Could one reason to the low membership rate be the fact that the public libraries within IFLA do not correspond to the strong position they hold in many countries? An other reason may be the complicated structure of IFLA that makes it impossible to make a flexible adjust to the development and the partly changing role of the public libraries of today.

To have these questions answered I had to study the structure of IFLA, which is obscure and difficult to penetrate, like a giant tree with a dense foliage through which it is hard to see the sky. IFLA is organized in eight Divisions. In one of these , The Division serving the General Public, the activities of public libraries are dealt with in many different sections or groups. In this division we also find the section of public libraries. This structure raises a question. Is it just one eighth of the IFLA-work that deals with questions concerning public libraries? Where do we find the public libraries in the other Divisions, in the Divisions of Management and Technology, the Division of Bibliografic Control and the Division of Regional Activities? Public libraries ought to be just as important in these divisions as research libraries. There is no investigation made to answere the question of how strong the position of the public libraries within other Divisions is, but interviews with competent colleagues from different countries unambiguosly show that it is very weak. This is also evident when you consider how many people there are in the stearing bodies of IFLA that in one way or another are representing public libraries. There are two out of eight persons on the Executive Board and one out of ten on the

Professional Board. How flexible then are the statutes, I asked Anna-Maria Kylberg, chairman of the Round Table for AV-media. For the AV-group it is necessary to be able to co-operate with special libraries within other sections. This is not allowed according to the statues. To be able to co-operate you need to have interdivisional statues, something Anna-Maria has been fighting for for years - but sofar in vain. The public libraries have a low status within IFLA says Anna-Maria. This is also obvious when looking at the financial matters, to which I shall return later.

The story of the lost working group.
My studies have so far resulted in very depressing conclusions. The position of the public libraries within IFLA is surprisingly weak and does in no way correspond to the importance public libraries play in people's lives in different countries.

Which is then the best way to solve the problem and to change the situation? Well, by looking at how the Federation works, by examining its statues and structure. By thinking on how the Federation could be better adapted to the needs of today and tomorrow. And in this context it is especially important to consider how the position of public libraries could be strengthened.

But the statues are going to be examined. That decision was taken already before the IFLA-meeting in Leipzig 1981. At that meeting it was announced a decision to nominate a working group, in which the President, the Secretary General and representatives from the Division of Libraries serving the General Public and the Division of Education and Research and General Reasearch Libraries should be represented. How far has this working group reached today - two years later? My energetic studies show that it has not reached anywhere at all. In fact the group has not even been nominated.

How strange! What happened? I shall here try to recapitulate the story of the lost working group - in a short version. As early as in February 1981 Johannes Daugbjerg, chairman of the Division of libraries serving the General Public, wrote to the stearing bodies of IFLA about the need of an evaluation of the Statues of IFLA. The letter was written at the request of the Standing committee of the section of Public Libnraries and the Co-ordinating Board of the Division of Libraries serving the General Public.

The reasons were that the statues had to be revised so that it would be possible to evaluate the effects on the recruiting of members, the economy and the capacity of IFLA. The membership rate was too low, the economy and the capacity were bad since it had not been possible to create enough interest in IFLA.

The decision of evaluation was taken and was published in the IFLA Journal 1981:3. And then what happened? It is easy to find out - since nothing happened at all. But it is more difficult to explain the reason for that. In december 1981 the Executive Board decided to be content with "another composition of the working group" and with continous minor changes of the statues.

I have not succeded in getting a satisfying answere to why the Executive Board in this way completely neglected the request of a large group within the Federation and tore up a decision already taken.

Nominate the working group

All I have said here today shows that the request from 1981 is still relevant. The need has become more urgent if you look at the development of the public libraries in many countries.

An important part of the necessary changes of the statues and the structure of IFLA is to look at how members are being recruited. A condition for better efficiency within IFLA is e g that funds should be allocated in closer proportions to the number of member registered for the various divisions and sections. A survey of registered members per 31st Dec 1980, shows that the present distribution of funds is unbalanced. These requests have also been stated in 1981 by Johannes Daugbjerg. A more representative recruitment of members would also give public libraries considerably better opportunities to influence the Federation. If that is to be the result, an inspection of the activities, the statues and the structure is nessecary. Those who will work with this investigation will most likely find that the structure would benefit by being simplified, that the statues need revising in order to give the Federation greater flexibility and that the activities have to be adapted to the requirements of today. This also applies to the IFLA Journal.

Therefore I propose that this assembly decide to require the Stearing Bodies of IFLA to nominate the working group for revision of the statues, already decides upon, after the Munich meeting.

Finally I want to quote the Yugoslav author Ivo Andric, in a free translation:

"And in all places where the consciousness of the need of library grows, people will sooner or later develop the correct use of its resources and sooner or later they will be able to see the benefits of this."

The near future will show if this is going to be true what concerns the position of the public libraries within IFLA.

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Library Services to Ethnic Minorities in Australia: 1981-1983

by

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Library Services to Ethnic Minorities in Australia: 1981-1983

by

Radha Rasmussen

Introduction

Library services to ethnic minorities in Australia is mainly a post-1970 activity although immigration has been a major feature of Australian history since the early days of European settlement. Perhaps there was no visible need prior to 1970 for librarians to be concerned with services to ethnic minority communities because the make up of the Australian society up till 1973 was very much Anglo-Saxon and English-speaking. Prior to 1973 and once the wave of emigration caused by World War II had subsided, Australia's preferred source countries for migrants was the United Kingdom and then Northern Europe. The 1973 policy of non-discrimination in the selection of migrants resulted in large numbers of, particularly Southern European, migrants from non-English speaking countries settling in Australia and parallel with this policy librarians became more conscious of the need to provide a library service to a diverse non-English-speaking community. Currently 20.5% of Australia's 15 million people have come from another country (i.e. 1 to 5 people) and of these, more than half have come from non-English speaking countries.

Since 1975-1976 the migrant intake has arisen from 52,700 to 111,200 in 1980-1981. Table 1 shows the birthplace of settler arrivals to Australia and the following points should be noted. There has been a resurgence in the number of migrants from the United Kingdom and Eire; a slight increase in the number of immigrants from Europe; a marked increase of immigrants, predominantly Indo-Chinese refugees from Asia; the Middle East intake was predominantly Lebanese refugees and the New Zealanders formed the largest number from Oceania.[1]

Birthplace region	Year ended 30 June									
	1977		1978		1979		1980		1981	
	'000	%	'000	%	'000	%	'000	%	'000	%
U.K. & Eire	19.3	26.4	22.5	29.7	14.2	20.6	17.4	21.4	32.5	29.2
Europe(a)	13.8	18.9	11.6	15.3	9.7	14.2	14.1	17.4	20.5	18.4
Middle East(b)	13.0	17.8	4.8	6.3	2.8	4.1	2.9	3.6	3.2	2.9
North America	2.5	3.4	1.9	2.5	1.9	2.7	2.1	2.5	2.5	2.3
Central & South America	3.8	5.2	3.3	4.4	2.5	3.7	1.8	2.2	1.5	1.3
Africa(c)	2.7	3.7	3.5	4.7	3.8	5.6	3.9	4.8	4.9	4.4
Asia(d)	10.3	14.1	18.0	23.7	21.2	30.8	24.1	29.7	26.4	23.7
Oceania	7.7	10.5	10.2	13.5	12.6	18.4	15.0	18.4	19.8	17.8
Total	72.2	100.0	75.7	100.0	68.7	100.0	81.3	100.0	111.2	100.0

(a) Includes Cyprus
(b) Includes Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Syria, Turkey and 'Other Middle East'.
(c) Excludes Egypt
(d) Excludes Middle East

Source: Australian Council on Population & Ethnic Affairs. Population Report 6. October 1982. (Recent trends in immigration) Canberra, AGPS, 1983. p.6.

The states of New South Wales, Victoria and Queensland, in that order, attracted the majority of new settlers and the majority of ethnic minority communities have settled in urban areas and in particular in Sydney and Melbourne. Because of the availability of migrant hostels in Sydney and Melbourne, these cities have had the influx of refugees which poses serious problems from libraries within the vicinity of migrant hostels. However, with such a diverse population it is true to say that Australia has always had a multicultural population but official recognition and acceptance of that fact came only in 1978 when the federal government accepted the recommendations of the Galbally Report[2]. Multiculturalism has been defined as "the willingness to promote or even to encourage some degree of cultural and social variations within an overall concept of national unity"[3] and the four key areas identified for a successful implementation of a multicultural policy are the promotion of:-

social cohesion; cultural identity; equality of opportunity and access, and, equal responsibility for commitment to and participation in society.[4] These issues cited have clear implications for librarians in their provision of library services to ethnic minority communities.

Published Literature: issues

This paper covers public library services to ethnic minority communities in Australia from 1981 only as four previously published papers, two jointly produced by Radha Rasmussen and Ivan Kolarik, one by Margaret Aitken and another by Juliana Bayfield, have adequately surveyed library services to adults and children for the pre-1981 period[5]. Many of the issues identified in these papers and other papers and are related to the:-

1. Informational needs of the communities served, particularly to ensure that linguistic minorities have access to information freely available to speakers of the dominant community languages

2. provision of traditional library service, that is materials which will satisfy recreational and educational demands of a standard which conforms to some definition of adequacy

3. recognition of and catering for the cultural and social orientation of ethnic minority communities so that the library services offered are both meaningful and acceptable to them.

4. mediation between host and minority communities with a view to creating understanding between the different parties thus contributing to creation of conditions favouring the growth of multiculturalism.

Chin Tin Paul[6] in citing these issues as world issues and not only applicable to Australia, states that irrespective of the country, for example, Germany, Australia, Sweden or Canada, librarians have come to the same conclusions and recommendations regarding the issues relating to services to ethnic minority communities and have expressed similar needs for:-

1. Collections of reading material in the mother tongue of the ethnic minority communities served

2. restructuring the reference services to include community, social welfare, official and other information (even if ephemeral) to ensure equality of access to information

3. library based social, cultural and other activities not only as a means of attracting users from ethnic minority communities but also of creating opportunities for social encounter between host and immigrant communities

4. the need to assist linguistic minorities to learn the language of the host or the dominant community.

In this paper, my aim is to take stock of what has been our concerns and thinking on library services to ethnic minorities in Australia during these two years. But first, I will make it clear that I am convinced that during this period of financial stringency, library services to ethnic minority communities, is the only issue we can use for active political lobbying for extra funding - the votes of ethnic minority communities are far too important to be dismissed lightly. So, it is even more imperative now that concerted plans be formulated and research be carried out on services to ethnic minority communities.

The Professional Bodies

In Australia, the Library Association of Australia (LAA) which commissioned a one-off survey on services to migrants in New South Wales in 1973,[7] has for the last ten years done virtually nothing to exercise any form of leadership in this area of library service. The LAA is currently just stirring to produce a policy statement on multiculturalism & when this policy statement is adopted, it will at least show that the LAA is committed to equality of library services for all Australians irrespective of language & ethnicity. The other two major bodies, the Australian Library & Information Council (ALIC) and the Australian Advisory Council on Bibliographical Services (AACOBS)

are also just about to stir or are awakening to the fact that library services to ethnic minorities in Australia merits attention. A third body, is the Library Council of each State, like the Library Council of Victoria or Library Council of New South Wales, who are responsible through each State Librarian for public library development. Some Library Councils have been more actively involved in promoting library services to ethnic minorities and others have been only partially involved or have made token gestures to their ethnic minority communities. To get all these three unworldly bodies moving is an arduous task. While acknowledging that library services to ethnic minorities is only a segment of their responsibilities as their function is for the overall development of library services in Australia, it is disappointing to note that they have failed to recognise that library services to ethnic minorities can be used as a political issue for more funding and lack of federal funding is a theme that reoccurs in the Australian literature on services to ethnic minorities.

Fortunately, there are some active and concerned librarians, like Marina Garlick in New South Wales and the Working Group on Multicultural Library Services in South Australia and Victoria who are slowly jolting these bodies for some positive action.

Working Group on Multicultural Library Services (Victoria)

The Victorian Working Group on Multicultural Library Services deserves some attention as they have made some significant contributions in this area of library service. As a voluntary group they organized the first National Conference on Multiculturalism & Libraries in 1980 and published the proceedings in 1981[8]. A Standards Subcommittee of that Group produced the Standards for multicultural public library services[9] in 1982 which has now been adopted by the Library Council of Victoria. The English as a Second

Language (ESC) Sub-Committee has compiled two annotated selective lists for use in public & school libraries. The first is a listing of readers and the second a listing of text book type materials[10]. The Working Group also made a submission to the Senate Standing Committee for the Arts on a National Language Policy (NLP) which is currently the "in thing" in Australia.

National Language Policy

The NLP recognizes the[11]:-

(i) need for competence in a second language for all Australians

(ii) right of Aboriginal, ethnic minority communities and deaf groups to maintain their languages and culture

(iii) right for all Australians to achieve competence in English

(iv) right of non-English-speakers to bilingual services & to interpreting and translating services.

If the NLP is accepted by the government then the implications such a policy will have on library resources and personnel are enormous. Pressure has now been put on the LAA and AACOBS to host a Workshop in early 1984 on the implications a NLP will have on all types of libraries.

English as a Second Language (ESL)

The NLP has quite correctly included the right for all Australians to achieve competence in English and Australian librarians have been concerned with the need to provide suitable material for ESL learners. But it is also true to state that while this area of library service has been discussed in the literature, in practise little has been done about it. This may be due to the lack of published material suitable for adult learners and in Australian English. Material published in the U.K., U.S.A., or Canada, while useful, have little relevance for ESL learners in Australia. Besides, material produced has often been in book form and there is an overwhelming need for

ESL audiovisual material[12]. One experiment by Carringbush Regional Library (Victoria) is Ozwords: a migrant English project[13], which has produced audio-visual material for an individual self-directed English learning program with stress on Australian usage and situations. Chin Tin Paul's research in this area is a step towards identifying problems and possibilities for cooperation[14].

Technical Services - Selection, Acquisition and Cataloguing

Again, like ESL, this is another practical area of library service which has had a lot of discussion calling for cooperation and centralized services. Unfortunately, Australia does not have the equivalent of the different library bureau existing in Europe, for example, Ekz or Biblioteksjänst. It is necessary to explain the structure of the public library system as the States in Australia have different systems. Generally, each State has a Library Council which administers its work through the State Librarian who is responsible for the State Library and public libraries. Some State Libraries provide all the technical services for public libraries, for example, Tasmania and Western Australia, and some provide partial technical services and some do not provide any such service as in Victoria which has Technilib, an infant compared to the library bureaux existing in Europe. Technilib has never been able to perform all the functions undertaken by the library bureaux in Europe and has had difficulty in coping with non-English language material. In 1981 member libraries of Technilib agreed in principle that a central unit be created for cataloguing non-English material with a permanent senior cataloguing heading the unit. Other staff would be hired directly or seconded from member libraries who would be reimbursed for their salaries[14]. It is in effect a cooperative arrangement with Technilib & public libraries[15]. In the absence of the equivalent of Technilib, individual public libraries such as Wollongong City Library (New South Wales), have taken the initiative and established cooperative ventures.

The practical difficulties that librarians have in the selection and acquisition of non-English language material is recognized and will be remedied when the research undertaken by Derek Whitehead and Anne Holmes is published[16]. Whitehead and Holmes received a National Library of Australia research grant to compile a practical guide to buying books in languages other than English for Australian school and public libraries. The completed research which has not as yet been published, covers 20 languages or language groups, identifies where the language speaking groups have come from, the publishing output and book trade of the countries, method of selection and acquisition of material and a comprehensive list of suppliers in Australia and a list of overseas suppliers.

Research

Research in this area of library service is small but growing. Apart from the research already cited, Lee Ellis studied the effectiveness of Brunswick Public Library's (Victoria) services to the Arabic, Turkish, Italian and Greek communities[17] and Anatolij Lisov undertook an anthropological case-study of immigrants from Yugoslavia and their attitudes towards public libraries in Melbourne[18]. Concern over publications reflecting racism and the stereotyping of immigrants was discussed at the "Prejudice in Print" Conference[19] in 1981 and currently Pam Macintyre is undertaking research on "The image of ethnic minorities in Australian children's fiction from mid 19th century to 1982".[20]

Unfortunately, the poor bibliographical control of the literature is a serious hindrance to research. The coverage of Australian literature on library services to ethnic minorities by the indexing and abstracting services, for example, Library & Information Science Abstracts (LISA), Library Literature (LL) and the Australian services is poor and unreliable.

To remedy this, research was undertaken to compile an annotated bibliographical guide on library services to ethnic minorities in Australia which covers published and unpublished material up to September 1982[21]. There are no plans to update this bibliography as the newly established Australian Library & Information Science Abstracts (ALISA) produced by the Australian Cleaning House for Library & Information Science (ACHLIS) at the Footscray Institute of Technology Library (Victoria) in conjunction with LISA and the Australian Education Index will cover Australian librarianship literature more comprehensively, and more specifically the Multicultural Library's Newsletter produced by the Working Group on Multicultural Library Services (Victoria) has a current awareness page which lists new publications.

An important area of library service which has deliberately been left to the last is services to the Aboriginal population who refuse to be called "ethnic minorities" as that term denotes newcomers to Australia. Generally very little effort has been made to identify the library-based needs of the Aborigines: either because of prejudice, indifference or simple a lack of knowledge on how to go about providing a relevant service to the Aborigines. The last reason is possibly the weakest excuse a profession can give! Some libraries have made concerted efforts to promote library services to the Aboriginal community, for example, Northcote City Library (Victoria), Swan Hill Regional Library (Victoria) and the Library Service in the Northern Territory. Less than five years ago, services to Aborigines was usually confined to librarians who worked with Aboriginal communities, but now a slow and long overdue start has been made on library services to Aborigines, and Marine Garlick is undertaking a survey on services to Aborigines in New

South Wales. Progress on library services to Aborigines is similar to the progress on library services to ethnic minorities during the pre-1970 period - negligible. This area of library service must surely merit a black mark in the history of the library profession of Australia.

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IFLA
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When Can We Stop Trying to Improve the Horse, and Get an Automobile Instead?

by

David M. TRUITT

Chairman of the Board

Friends of the Chicago Public Library

Chicago, Illinois, U. S. A.

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WHEN CAN WE STOP TRYING TO IMPROVE THE HORSE

AND GET AN AUTOMOBILE INSTEAD ?

Public libraries have become museums. They are living histories of the way information used to be stored, processed and redelivered. Although every day the full text of newspapers is transmitted by satellite to remote facsimile generators, for publication the next day throughout the world, remote library materials are still found on 3x5 cards, ordered by letter, forwarded through the mails, and picked up personally at the library building, just the way they were in the 1800s.

I am not addressing myself to the pleasures of reading poetry, novels, or the finely developed essay -- a part of which is the heft of the book in the hand, the pace as leisurely as one chooses.

We are talking about information. I am an attorney in private practice, with clients of all callings. I am in the world of business. I need information, and I need it fast. I'm a public library user, and I guess I'm angry.

Libraries claim to be the best source of free information to the public, but for whom? I, like everyone else, am caught in a high-tech world in the midst of the much-talked-about information explosion. A few

weeks ago I went to my local public library and said, "I want to learn how to use computers to get information," the library clerk, with a satisfied smile, was pleased to report to me, "Oh, good! We have books on that."

I had to explain that I actually wanted to use a computer as an information search and retrieval device. The librarian later explained that they wouldn't let him have a computer, because most of his patrons don't know how to use them. I thought of asking him, if he were a first-grade teacher, would they not give him books, because most of his class did not know how to read?

It has become readily apparent to me, as it has to almost all other working adults of the world, that, while the public library may be excellent for school children, housewives and retired senior citizens, it is the worst place for information-hungry, active adults to satisfy their informational needs.

It opens when we go to work, and closes when we leave. While the rest of the world can transact business during the day by telephone, we who want to use library resources are required to be present in person, usually in a line. We find that resources are arranged according to secret code numbers, which may be helpful to library clerks but are of little use to us, the users. We are required to search a card catalog

which seems to contain primarily listings of books that once were on the shelves. It appears that the cards for the good, new books don't get filed right away, and that no one has time to remove the cards for the old books, and certainly not the cards for the books that are out on loan.

But at length I found one of the sources I was seeking. It was in the reference room, and I started innocently toward the check-out desk with my prize. I was accosted by a guard who he told me I could not remove the reference book, nor could I take it to the other end of the building where the photocopier was. He then seemed perfectly content that I copy out the eight pages of text I needed, using pencil and paper. I quickly calculated how much time this whole thing was costing me, made an easy economic decision, and went across the street to purchase a better book on the same subject.

In discussing this experience with my friends, I find that no one of my age and circumstances uses the public library for information. We all use our own personal or company computers, subscribe to private information-delivery services, and frequent bookstores. The "free public library" is not free to us, and we are not part of the public it serves.

I guess we are all angry.

There are, however, people who are not angry. Among them are the leaders of business who don't even know where the library is, and there are certainly those who don't know of the dreams of skilled librarians for high-tech, computerized information centers. There are those who have written off libraries except as archives for encyclopedias, atlases, and what they refer to as "the classics."

But for most of us, and particularly for those of us who know what some well-supported libraries have been able to accomplish, we have hard questions.

If we can select one seat on one airplane out of all possible airplane seats by making a simple telephone reservation through a computer-assisted airline clerk, why can't we select the one library source we need through a computer-assisted library clerk? If we can use plastic money cards to get cash through automated bank tellers throughout our city, why can't we use our library cards to check out paperback books through automatic book dispensers in, for example, a railroad station?

Other public institutions, such as hospitals and court systems, are leaders in the development of computerized consumer informational assistance. It is common for hospital visitors to be handed a computer-printed map showing the location of the person to be visited, how to get there, whether a visitor is already there, and other relevant information; why is it that no library in the world gives a patron a

computer-generated map locating the materials or equipment of which the patron wishes to avail himself? Public museums abound with interactional computer instructional exhibits; why are there none in libraries? Libraries seem to be imprisoned by their name, chained to being repositories for books rather than outlets for information.

While public libraries have made great strides in improving their services to the physically handicapped, the blind and readers of foreign languages, they have made virtually no significant progress in their ability to serve their main population, the working middle class.

The libraries of manuscripts that were once the preserve of kings and monks were transformed by the invention movable type and eventually became lending libraries open to the public. This new movable type put what had been secret knowledge possessed only by the rich and powerful into the hands of the merchants and secular universities. Suddenly the prince and the pauper were equal.

The microprocessor integrated chip is the movable type of the Eighties. In this era of information explosion, microprocessor-assisted information search and retrieval is the only efficient, feasible method of serving the large population of busy working people. Virtually all consumer oriented businesses, such as insurance companies, brokerage houses, retail mail order stores, and the like, inventory, locate and forward products to their customers through the use of a combination of

the microprocessor, the telephone and the mails. Library information centers must also develop the equipment, personnel and mind-set to serve us, the information consumer, rather than to continue to foster the love of books which have to be returned in two weeks.

To make computers user-friendly, computer designers had to leave the world of computer design and explore ergonomics. Past efforts to improve library service have been like trying to improve a horse and wagon so that it will successfully compete with an automobile. For me to be able to successfully search and retrieve the information I need within the time I have available, the two-week book loan must be replaced by 24-hour computer diskette digital information telephonic and facsimile reproduction. In the midst of the high-tech information explosion, many libraries are experiencing reduction in circulation rather than increased use. Unless there is a change, book-repository libraries will achieve the same stature that recreational horseback-riding stables have today - a permanent but anachronistic presence.

Many of libraries' traditional supporters who would have libraries remain dedicated to promulgating the "love of books" may, through their affection, plant the kiss of death on the future of libraries as competitive public information centers. Such traditionalists are like the equestrian societies that felt that the way for livery stables to compete with the automobile was to refuse to install gasoline pumps and concentrate on improving the quality of the horse and carriage. We the

information consumer must say that book repositories do not serve our needs. If we are compelled to purchase our information from other sources, then we shall oppose the spending of our taxes for endless modifications to a system that just does not work. Without significant change, the library should only be maintained as a museum, suitable for showing our grandchildren how things used to be.

Basically, I am angry because it appears that the librarians of the world know what to do, but they aren't given the resources with which to do it. As a result, I find that the library is not open when I am able to go there, it cannot communicate effectively with me at my home or my office, it does not have a computer system compatible with any of my computers, and it cannot transmit data or graphics to my facsimile generator. If I do try to go there, there is no place for me to park my car, and the librarian is too busy to deal with my needs because he is burdened with having to complete non-professional tasks using outdated manual systems. I, the user, am also confronted with manual systems which are impossible to keep up to date and consequently do not tell me whether or not the books, equipment or information I need are located in the library. Even if they are, there is no efficient, effective means of making that information available to me, in usable form, by the time I need it. The statistics I wish to use to support this paper are located somewhere in books that I am told can be picked up approximately two weeks from today, if they make it to my local library by then.

In comparing my experience with that of my friends, I find that generally we need the same types of information. Like most of my friends, I subscribe to private, commercial information suppliers when it comes to information relating to my own profession, and I think that is a perfectly reasonable thing to do. However, our businesses or professions interface with other businesses and professions that we don't know very much about. As a lawyer, for example, I represent clients in many different businesses, and from time to time it is necessary for me to learn the statistical trends or techniques of those businesses. For example, one of my clients is a bank. As a result, I often need to be informed on current thoughts, new ideas and new developments in banking practices. But I don't need or want to maintain a library of books as if I were running the bank.

In our personal lives we need many kinds of information as well. I often find myself writing papers for various organizations, and I like to put in all sorts of specific data in the hope that I will appear to know more about the subject than I actually do. I, too, like everyone else, own things that break. I need to know about fixing cars, or computers, or boats, or antique clocks. I invest money. I need to know something about international interest rates, money forecasts, rates of exchange, and certain market trends. I'm concerned with the health and nutritional needs of myself and my family, and sometimes find it helpful to research certain subjects in greater depth, to sort out the information in conflicting magazine articles. I have the usual course of hobbies, try to grow an occasional plant, and from time to time need to know how to take gravy stains out of shirts.

But the most challenging necessity my friends and I face is to stay competitive with new computer programs and new computer concepts. Just as it seems absurd for me to have to take a record out of the library to make a tape for my own personal use, it also seems absurd for me to have to withdraw a book on computer programming and then to keypunch the program into my computer, rather than being able to duplicate the program at the library on a floppy disk and then simply insert it into my computer. It would be better yet to have my computer talk to the library's computer in a simple telephone exchange. I have always insisted that information given to my computer is more useful to me than information given directly to me.

However, I do not want to underestimate the advantages of dealing with computer-assisted personnel who are trained in such work in their particular computer system and their particular business. Today, if I want to know if the library has a book, I have to call on my local branch librarian and take him away from his other work, which is frequently impossible for him to leave. In Chicago we have 83 branches. I would vastly prefer to call a specially trained person in a central location who, through the use of a computer, can search the entire system, order out the necessary materials, have them photocopied and mailed to me, at best, or, at least, made available for pickup at some reasonable time and place.

I, like everyone else who works with computers, see it as a love/hate relationship. I have prepared my presentation for today using my office computer which, on the day before I left, did what computers often do - that is, it ceased to work. I tell you this only in fairness. You can imagine the frustration I felt, sitting there, looking at the dark screen. Somewhere hidden in that machine were all my wonderful thoughts. At this point my secretary walked by, laughed, and said, "How symbolic. Just like the public library, the computer has inside it all the information you need, and you sit outside with no way of getting it out." Immediately I started composing a paper on why computer servicemen should have a 24-hour telephone line, and how angry I am at computers, but that's another story for another time.

For now, let me say that, no matter how angry my friends and I are, we continue to sustain the greatest affection, respect and admiration for the many forward-looking librarians assembled here today, who are doing everything within their power to give us, the users, access to the information we need, when we need it, and in a form in which it can be most readily used.

Thank you for letting one of us sit with you and share his thoughts with you today.

IFLA
1983

IFLA GENERAL CONFERENCE MUNICH 1983

Division: Libraries serving the general public

Section: Public libraries

151-GENpU-4-E

Information Technology and new Media in Public Libraries of the Federal Republic of Germany

by

Günter Beyersdorff

Director of
the Deutsches Bibliotheksinstitut
(German Library Institute)
Berlin

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Information Technology and new Media in Public Libraries
of the Federal Republic of Germany
by
Günter Beyersdorff

Compared with the United States and Great Britain the implementation of electronic data processing in research and especially in public libraries has started relatively late.

Whereever data processing has been applied for some time, we can perceive numerous attempts to solve the specific technical problems connected with hardware and software. Only in recent years it was achieved to develop conceptions for procedures which go beyond a single library and which represent the basis of the present plans for extension.

Thisrelativebacklog when compared to other countries, and especially the difference between the application of EDP in research libraires and in public libraries in the Federal Republic can be attributed mainly to the following reasons:

1. The organization of German librarianship

The constitution of the Federal Republic does not permit central steering and planning of librarianship, for example by a Federal Ministry. The Federal Republic is a federation in which the individual federal states have a great deal of independance in the sphere of science, education and culture. Now the federal states finance most of the research libraries and in their field of responsibility they plan the expansion, the organization and the implementation of new technical procedures for these research libraries. This resulted in the development of several different systems for cataloguing, lending and acquisition with a great amount of financial engagement, these systems can only be made compatible under great difficulties.

A similar far reaching independance in cultural affairs as between the federal states and the federal government also exists between the cities and communities and the federal states. They are responsible for about 900 public library systems with more than 2.700 individual libraries.

Here in many places planning was not always carried out in accordance with the ideas of the respective Federal State, so that the number of individual solutions increased and the problems of compatibility became more acute. It was only through the efforts of the Deutsche Forschungsgemeinschaft (German Research Society) and also by the German Library Institute as well as by further regional and supraregional planning groups that a more strongly coordinated development could be sponsored and reached.

2. The different rules for cataloguing

It is essential for cooperation in EDP-assisted network systems to use uniform cataloguing rules for alphabetical and subject cataloguing. Only recently the research and the public libraries agreed to use uniform and coordinated cataloguing rules for alphabetical cataloguing (Regeln für die Alphabetische Katalogisierung (RAK)). Rules for an uniform subject cataloguing (Regeln für den Schlagwortkatalog (RSWK))are being prepared.

3. The state of development in public libraries

Not only after the second world war but far into the seventies (partly also still today) the problem was and still is first of all to establish efficient public libraries and not so much to improve existing equipment by the introduction of new technologies. The funds available, therefore, had often to be used for the basic provisions for public libraries and were not available for investments in the field of data processing.

Cataloguing and ordering

Planning in research libraries and thereby for the Federal States is determined by the "Empfehlungen der Deutschen Forschungsgemeinschaft zum Aufbau Regionaler Bibliothekszentren"(Recommendations of the German Research Society for the set-up of regional library centres) (Zeitschrift f. Bibliotheksw. u. Bibliographie 27/1980, S. 189 ff). According to these recommendation seven regional centres are to be established in the Federal Republic, which in their first phase of completion are to make possible EDP-assisted cataloguing, the online reference of existing holdings in the region and online ordering of titles.

The basic principle in the activities of these centres is shared cataloguing:

Machine readable data of the Deutsche Bibliothek (German Library) are to be used, to which every individual library participating can add its local data (e.g. book number). If an acquired title is not included in the register of the Deutsche Bibliothek, then the member library prepares a title entry, in order that it is also available to all other members of the network. The total holdings of a region are registered centrally; every library receives catalogues for its own holdings.

In four Federal States such centres are being set-up already, in the remaining states they are still in the state of planning, whereby in three states the first steps towards realization are already being accomplished.

About half of these centres will also admit public libraries as members; the rest of the centres have either excluded public libraries or not yet finally decided about their admittance.

Therefore, there will probably be the following solutions for public libraries:

- they join the regional networks
- they form a union among themselves either for the development of the software or also by setting-up and running their own networks
- they apply data processing in cataloguing in the form of autonom systems
- they do without EDP-use on the spot and make use of central services which are supplied to them in conventional form (title cards).

It can be assumed that all the solutions mentioned here, partly also in a mixed variety, will be realized. As central services are required for almost every form of operation described here, which the Deutsche Bibliothek alone cannot supply, the following conception is being developed at the present time:

- The Einkaufszentrale für Öffentliche Bibliotheken (Purchase Centre for Public Libraries) in Reutlingen takes over the title entries from the Deutsche Bibliothek
- It converts them mechanically into entries in accordance with the cataloguing rules for public libraries
- It eliminates all entries not suitable for public libraries and provides brief reviews or recommendations for acquisition for the rest
- it adopts the subject headings of the Deutsche Bibliothek and the notations of the commonly used classifications

- It offers its services in machine readable form and as title cards.

At the present time efforts are made to develop and run such systems, the start of the routine work is expected for 1985.

Besides the regional systems, which have to be set-up first, the serials data base has been operating as a national cataloguing network for some time now. At the present time it contains more than 300.000 titles with more than 1 million holdings locations from more than 1.000 libraries (holders are the German Library Institute and the Library of State of the Prussian Cultural Foundation).

The serials data base is being expanded to an online network at the present time. Access for retrieval purposes is already possible now. A document delivery system is planned for 1985.

Public libraries use the serials data base as a help in lending circulation, but only in isolated cases do they participate as members of the network.

Circulation control

Circulation control was the first field of application in a great number of public libraries. According to the state of 31. 12. 1981 75 library systems used EDP for circulation control, 43 used EDP for cataloguing, and only 12 were using integrated systems (circulation control, cataloguing and acquisition). A further 70 library systems had concrete plans for introducing EDP for circulation control, 30 also for cataloguing.

Whereas at the beginning circulation control was done via larger data processing centres, now autonom systems working with moderate priced micro computers are gaining ground.
Investigations are under way at the present time to find out what other functions these computers can perform besides the circulation control and in what form central services can be utilized through them.

Online information

Although basically great interest exists, only in very few cases public libraries are doing the work of information agents.

This has the following reasons:

1. Hardly any public library has suitable terminals and sufficient qualified staff to carry out online search processes.

2. Information offers by German professional information centres are clearly directed towards science and research, whereas data bases on facts, possibilities for information that could interest a larger number of citizens, are practically nonexistent. It is at present being investigated whether and in what direction these offers can be extended; videotex plays an important part as a transmission agent in this connection.

3. The question concerning the fees remains unsettled. The opinion exists, that in addition to the traditional services online information should also be supplied free of charge. With the extent to which public libraries are forced to reintroduce general users' fees, this demand looses weight. It is, therefore, suggested to let the libraries bear the costs of the entire equipment. The user then has to bear only the current expenses for his enquiry. This model also meets difficulties. The information hosts borne by the Federal Republic are forced to raise almost expense covering fees. If the libraries now offer information either free of charge or for a small fee only, the national institutions would compete with each other.

Videotex

The German Federal Postal Authorities are testing videotex in Berlin and Düsseldorf at the present time, introduction in the whole federal area is planned for 1984.

Thereby the following possibilities will exist for libraries:

- If the hosts of data bases provide the technical conditions, the libraries can carry out search processes in data bases using moderate priced terminals and with low transmission costs and thereby become active as information agents.

- They can offer videotex terminals for public use in order to help users, who do not have such equipment of their own; they can employ this equipment to improve their information service.

- The libraries themselves can act as information hosts by providing catalogues,

acquisition registers, information concerning events, and by accepting orders via videotex.

The German Library Institute is investigating at present the technical and organizational problems, and in the framework of a test it is offering information concerning librarianship in Berlin. Access to a bibliographic data base has also been made possible via videotex.

Cable television

Cable television will be introduced very shortly; the libraries have not participated in the planning up to the present time. It has not been settled as yet which other programmes, besides those already existing, are to be permitted. It may be possible also to include the libraries in the regional programmes (events, information concerning acquisitions, concerning use).

Video tapes

Video tapes are not collected at the present time due to the tight financial situation; considerations are under way, however, how commercialization in this field can be met.

Digital optical recording

Digital optical recording has only been on the German market for some months now. Already now it is evident that it can be an interesting storage instrument also for text (e.g. library catalogues) and be in a position to replace micro-fiche catalogues in the medium term future. For this reason development is being carefully watched. It seems to be too early, however, already now to prepare for its implementation in public libraries; one doesnot want to have the problems that others had through buying video recorders too early.

It can be generally said that public libraries are critical but open minded as far as new technologies are concerned. The tight financial situation often prevents them from getting more engaged in this field. On the other hand it becomes increasingly necessary to make use of every method of rationalization. It is probable that the implementation of technology will be sponsored whereever it leads to relief of staff. It would be desireable, if this relief would lead to an expansion of services of the libraries and not only to a reduction of the staff.

IFLA GENERAL CONFERENCE MUNICH 1983

Division: Libraries Serving The General Public

Section: Public libraries

114-PUB-5-E

Die Städtischen Bibliotheken München

The Munich municipal library system

- a survey -

by

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Head of a division
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The "Städtische Bibliotheken München" are the largest communal library system in the Federal Republic of Germany. In the library statute resolved by the City Council they are described "as a public non-profitmaking organization serving scientific work, general and professional education, information and cultural recreation."

The "Service and Business Organization Chart" of the libraries adds these functions:

To promote the acquiring of knowledge for research, schools, professions, civil duties and private life; to strengthen economy and commerce; to further intellectual orientation, to encourage communication amongst individuals and groups; to advance the development of personality and its capabilities; to give inspiration for pastime activities, allowing relaxation, recreation and pleasure.

With their various offers and services the "Städtische Bibliotheken München" support and complement activities that are being offered by other cultural, educational and social institutions of the city.

In accordance with the tasks and the historical development the following two divisions are combined:

1. the "Stadtbibliothek" (City Library), founded in 1843, with

Zentralbibliothek	(a general research library)
Musikbibliothek	(a special library for music literature, music scores and sound recordings)
Monacensia-Sammlung	(a special library for literature on and about Munich including the Manuscript-Collection)
Juristische Bibliothek	(a special library for literature of law - especially for the use of the city administration)

Philatelistische Bibliothek (a special collection of all philatelic literature),

2. the "Stadtteilbüchereien" (branch libraries), founded in 1872, with

Büchereigruppe Nord (library group)	-	9 branch libraries
Büchereigruppe Ost	-	9 branch libraries
Büchereigruppe Süd	-	10 branch libraries
Wanderbüchereien (mobile libraries)	-	6 buses
Sonderbüchereien (special libraries)	-	10 hospital libraries, 13 libraries in old people's homes and the mobile house service.

While the departments of the "Stadtbibliothek" give coverage in the field of science and humanities, collecting the literature and making it available to the reader by means of closed book stacks, the "Stadtteilbüchereien" are so called "consumer libraries" whose open access collection of current literature can be directly borrowed by the general public. A large number of branch libraries function as cultural centre of the districts, organizing various cultural events such as exhibitions, children's theatres and author readings.

The linking of the two library divisions is achieved by the central services which include:

Fachabteilung 1 (special dept. 1)	- selection and acquisition
Fachabteilung 2	- catalogue and technical services
Direktion und Verwaltung	- general management and administration

A decade old dream will be fullfilled this year: the new impressive "Library Am Gasteig"will be completed. Various departments of the

City Library, two branch libraries, the headquarters of the mobile and hospital libraries'and the central services - scattered throughout the city districts - will now be combined. As the centre of the community library system the "Munich City Library Am Gasteig" will become the regional library for the Munich area.

Because of the generous support of the Munich City Council - through its resolution of 1960 and its "Library Development Plan of 1971" - it has been possible to develop a library system covering the whole Munich area. The constant rise in lending statistics during the last thirty years shows that the citizens accept and appreciate this library network.

	Media stock	Readers * (user)	Lending statistics	Events
1951				
Stadtbibliothek mit 5 Abteilungen (City Library with 5 dept.)	278.300	4.060	46.773	
11 Stadtbüchereien + 5 Kinderlesestuben (11 branch libraries + 5 children's libraries)	101.604	19.084	448.541	
	379.904	23.144	495.314	
		(157.243)		
1961				
Stadtbibliothek/ 5 Abteilungen	412.000	4.900	105.000	
18 Stadtbüchereien/ 9 Sonderbüchereien (18 branch libraries / 9 special libraries)	251.000	53.349	1.622.000	121 (1964)
	663.000	58.249	1.727.000	
		(548.253)		
1971				
Stadtbibliothek/ 5 Abteilungen	512.000	16.000	314.000	
31 Stadtbüchereien/ 18 Sonderbüchereien	825.361	130.665	4.613.995	236
	1.337.361	146.665	4.927.995	
		(1.564.442)		
1981				
Stadtbibliothek/ 5 Abteilungen	795.819	19.562	465.518	
32 Stadtbüchereien/ 22 Sonderbüchereien	1.309.858	161.453	6.379.443	
			(+ 478 937)	775
	2.105.677	181.105	6.844.961	
		(2.590.852)	(+ = davon AV-Medien)	

* = with identification card

1982				
Stadtbibliothek/ 5 Abteilungen	841.810	17.852	437.383	
33 Stadtbüchereien/ 23 Sonderbüchereien	1.360.981	163.969	6.789.304 (+527.221)	783
	2.202.791	181.821 (2.720.575)	7.226.687 (+ = davon AV-Medien)	

It is possible that the opening of our new Munich City Library Am Gasteig in spring 1984, and the opening of the new branch libraries Menzing-Allach and Bogenhausen as well as the planned renovation and relocation of some branch libraries in the near future, will lead to a further rise in lending statistics. Because of the general financial situation we must renounce further expansion plans and stress our emphasis on maintaining the present standard and service for our reader, the Munich citizen.

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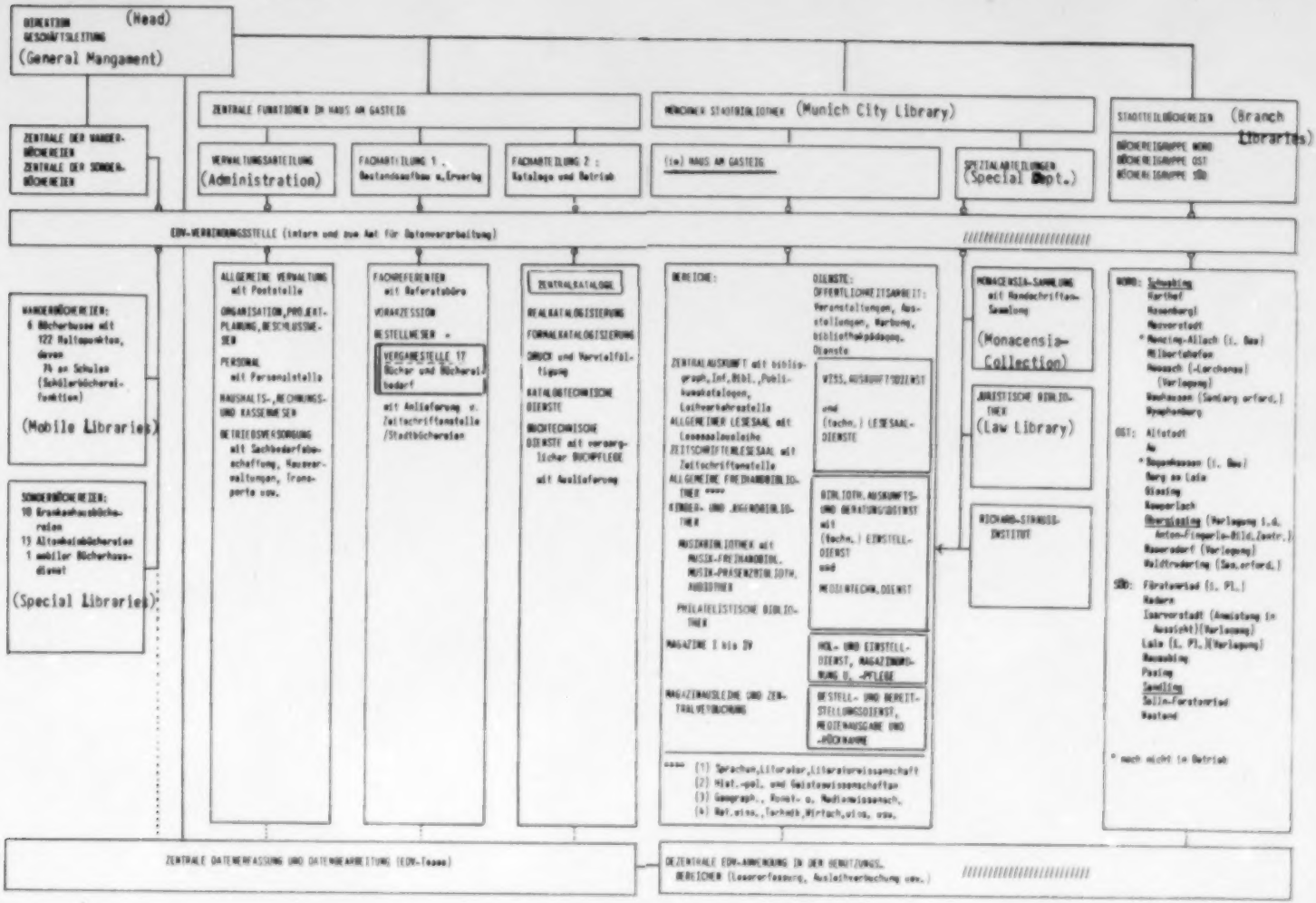

STÄDTISCHE BIBLIOTHEKEN MÜNCHEN

A P P E N D I X

List of the Munich municipal libraries.
(All libraries marked with * are situated near stations of subway (= U) or S - Bahn (= S). If you want to visit a library please call the number directly. Best time for visiting is from 11.00 am till 15.00 pm.)

STADTBIBLIOTHEK

Zentralbibliothek, Infanteriestraße 7a, Tel. 129 2174
Gegründet: 1843
in den jetzigen Räumen seit 1950, Gesamtfläche 1934 m² + ausgel. Magazine
Bestand 1982 (media stock): 524.170 Medieneinheiten (ME) (volumes)
davon - Kassetten
Ausleihe 1982 (lending statistics): 161.254 ME an Erwachsene (adults)

Hours of opening: Mo, We, Fr 10.00 am - 7.00 pm., Tu, Thu 10.00 am - 3.00 pm.
(Geöffnet) Mo,Mi,Fr 10.00 -19.00 Uhr, Di,Do 10.00-15.00 Uhr.
Besonderes: Die Bestände werden Ende 1983 in die Bestände der neuen Münchner Stadtbibliothek Am Gasteig integriert.

* Juristische Bibliothek, Marienplatz 2, Rathaus, Zi.365, Tel.: 233-82 57
Präsenzbibliothek, 50 Arbeitsplätze
Bestand an juristischer und Verwaltungs-Literatur: 31.941 Bände
Ausleihe (1982) 78.466 "
laufend gehaltene Zeitschriften: 190
Benutzer : Juristen, Mitarbeiter der Stadtverwaltung München, Studierende
Gesamtzahl der Benutzer 1982: 13.476
Geöffnet: Montag mit Freitag, 8.00 - 15.30 Uhr.
Lage: An der U - und S -Bahn-Station Marienplatz, U 3 und U 6

Monacensiasammlung mit Handschriftensammlung, Siebertstr. 2, Tel. 47 020 24
Gegründet: 1922, in den jetzigen Räumen seit 1977
Präsenzbibliothek, 20 Arbeitsplätze
Buchbestand: 89.166 Bände
laufend gehaltene Zeitschriften: 113
Autographe: 148.712
Ex libris: 20.265
Ausleihe 1982 26.654
Sammelgut: Schrifttum aus und über München, Nachlässe bekannter Münchner Autoren und Persönlichkeiten des öffentlichen Lebens
Benutzer: Wissenschaftler, Studierende, Heimat- und Familienforscher, an Münchner Geschichte und Kultur Interessierte, Verlage, Redaktionen
Gesamtzahl der Benutzer 1982: 4.657
Geöffnet Montag mit Freitag 8.00 - 15.30 Uhr.

Musikbibliothek, Salvatorplatz 1, Tel.: 22 27 04
Gegründet: 1902

Bestand 1982:	167.178	Medieneinheiten (ME)	
davon:	10.947	Kassetten	
Ausleihe 1982:	120.899	Schallplatten :	25.000

Geöffnet: Mo,Mi,Fr, 14.00 - 19.00 Uhr, Di, Do, 10.00 - 15.00 Uhr
Die Bestände werden Ende 1983 in die Bestände der neuen Münchner Stadtbibliothek Am Gasteig integriert.

Philatelistische Bibliothek, Pestalozzistr. 2, Tel. 233- 82 57
Gegründet: 1931, in d. jetzigen Räumen seit 1977
Gesamtfläche 261 m²

Bestand 1982:	27.255	Medieneinheiten (ME)
Ausleihe 1982:	50.724	ME

Geöffnet: Mo 8.00 - 12.00, Di 12.00 - 19.00 Uhr,
Do und Fr 8.00 - 15.30 Uhr
Die Bestände werden Ende 1983 in die Bestände der neuen Münchner Stadtbibliothek Am Gasteig integriert.

Stadtbüchereien

Geöffnet: Montag mit Freitag 10.00 bis 19.00 Uhr

Büchereigruppe Nord

Stadtteilbücherei Harthof, Parlerstraße 74, Tel.: 311 75 10

Gegründet:	1974	
Gesamtfläche:	758 m²	
Bestand (media stock)	41.291	Medieneinheiten (ME) (volumes)
davon (of it):	3.514	Kassetten
Ausleihe (lending statistics)	128.880	ME an Erwachsene (adults)
	80.065	ME an Kinder (children)
davon	32.092	Kassetten
Eingeschriebene Leser 1982: (readers)	2.612	Erwachsene
	1.467	Kinder
Benutzer insgesamt: (user)	66.331	

Vortragssaal mit 140 Plätzen und AV-Anlage mit Videorecorder und Television; Audiothek mit Kassettenabspielanlage, 6 Hörerplätze; umfangreiches Veranstaltungsprogramm.

Stadtteilbücherei Hasenbergl, Blodigstr. 8, Tel.: 313 22 70

Gegründet:	1964	
Gesamtfläche:	180 m²	
Bestand:	35.203	Medieneinheiten (ME)
davon:	1.592	Kassetten
Ausleihe:	92.849	ME an Erwachsene
	68.140	ME an Kinder
davon:	19.626	Kassetten
Eingeschriebene Leser: (1982)	2.386	Erwachsene
	1.357	Kinder
Benutzer insgesamt:	51.107	

* Stadtteilbücherei Maxvorstadt, Augustenstraße 92, Tel. 525 685

Gegründet:	1965	
Gesamtfläche:	337 m²	
Bestand: 1982	40.976	Medieneinheiten (ME)
davon:	1.151	Kassetten
Ausleihe 1982:	180.430	ME an Erwachsene
	51.877	ME an Kinder
davon:	16.622	Kassetten
Eingeschriebene Leser 1982:	4.467	Erwachsene
	1.307	Kinder
Benutzer insgesamt:	73.748	

Lage: Nähe U - Bahn-Station Theresienstr., Linie 8

Stadtteilbücherei Menzing-Allach, Eversbuschstr. 18

Gegründet:	1983	
Gesamtfläche:	566 m²	
Bestand:	25.000	Medieneinheiten (ME)
davon:	1.500	Kassetten
Ausleihe	-	ME an Erwachsene/an Kinder
davon:	-	Kassetten
Eingeschriebene Leser	-	Erwachsene/Kinder
Benutzer insgesamt:	-	

Besonderes: Stadtteilbücherei mit integrierter Schulbücherei;
Eröffnung: Okt. 1983

Stadtteilbücherei Milbertshofen, Schleißheimer Str. 340, Tel.: 35 62 00

Gegründet:	1967	
Gesamtfläche:	466 m²	
Bestand 1982:	48.578	Medieneinheiten (ME)
davon:	2.810	Kassetten
Ausleihe 1982:	152.760	ME an Erwachsene
	82.892	ME an Kinder
davon:	36.690	Kassetten
Eingeschriebene Leser 1982:	3.354	Erwachsene
	1.505	Kinder
Benutzer insgesamt:	74.810	

Stadtteilbücherei Moosach, Dachauer Str. 401, Tel.: 140 515

Gegründet:	1957	
Gesamtfläche:	288 m²	
Bestand 1982:	38.924	Medieneinheiten (ME)
davon:	1.364	Kassetten
Ausleihe 1982:	130.749	ME an Erwachsene
	75.807	ME an Kinder
davon:	20.347	Kassetten
Eingeschriebene Leser 1982	3.357	
	1.761	
Benutzer insgesamt:	65.573	

Stadtteilbücherei Neuhausen, Winthirstr. 10, Tel.: 160 180

Gegründet:	1941	
in den jetzigen Räumen seit	1962	
Bestand 1982:	38.799	Medieneinheiten (ME)
davon:	1.546	Kassetten
Ausleihe 1982:	168.297	ME an Erwachsene
	58.047	ME an Kinder
davon:	20.584	Kassetten
Eingeschriebene Leser 1982:	4.464	Erwachsene
	1.605	Kinder
Benutzer insgesamt:	71.855	

Stadtteilbücherei Nymphenburg, Arnulfstr. 294, Tel.: 173 698

Gegründet:	1961	Gesamtfläche:	420 m²
in den jetzigen Räumen seit	1971		
Bestand 1982:	51.226	Medieneinheiten (ME)	
davon:	1.832	Kassetten	
Ausleihe 1982:	157.664	ME an Erwachsene	
	77.339	ME an Kinder	
davon:	18.734	Kassetten	
Eingeschriebene Leser 1982:	3.265	Erwachsene	
	1.573	Kinder	
Benutzer insgesamt:	74.604		

* Stadtteilbücherei Schwabing, Hohenzollernstr. 16, Tel.: 396 398

Gegründet:	1925	Gesamtfläche:	834 m²
Bestand 1982:	82.599	Medieneinheiten (ME)	
davon:	2.253	Kassetten	
Ausleihe 1982:	261.238	ME an Erwachsene	
	87.331	ME an Kinder	
davon:	20.586	Kassetten	
Eingeschriebene Leser 1982:	6.297	Erwachsene	
	2.117	Kinder	
Benutzer insgesamt:	110.656		

Besonderes: 1982/1983 umgebaut und vergrößert,
Lage: Nähe U - Bahn-Station Münchner Freiheit, Linie 3 und 6.

Büchereigruppe Ost

* Stadtteilbücherei Altstadt, Rosental 16, Tel.: 240 602

Gegründet:	1873	
in den jetzigen Räumen seit	1961	
Bestand 1982:	50.636	Medieneinheiten (ME)
davon:	1.274	Kassetten
Ausleihe 1982:	203.351	ME an Erwachsene
	28.634	ME an Kinder
davon:	10.040	Kassetten
Eingeschriebene Leser 1982:	6.408	Erwachsene
	1.758	Kinder
Benutzer insgesamt:	73.646	

Lage: Nähe U- und S-Bahn-Station Marienplatz; alle S-Bahn-Linien, U 3 und U 6.

Stadtteilbücherei Berg am Laim, Schlüsselbergstr. 4, Tel.: 431 12 38

Gegründet:	1952	
Gesamtfläche:	220 m²	
Bestand 1982:	32.684	Medieneinheiten (ME)
davon:	1.915	Kassetten
Ausleihe 1982:	79.868	ME an Erwachsene
	65.784	ME an Kinder
davon:	19.388	Kassetten
Eingeschriebene Leser 1982:	2.375	Erwachsene
	1.393	Kinder
Benutzer insgesamt:	46.238	

Stadtteilbücherei Giesing, St.-Martin-Str. 2, Tel.: 69 64 38

Gegründet:	1938	
in den jetzigen Räumen seit	1976	Gesamtfläche: 393 m²
Bestand 1982 :	47.762	Medieneinheiten
davon:	1.405	Kassetten
Ausleihe 1982	212.160	ME an Erwachsene
	82.958	ME an Kinder
davon	21.131	Kassetten
Eingeschriebene Leser 1982:	6.174	Erwachsene
	2.352	Kinder
Benutzer insgesamt:	93.688	

Besonderes: Audiothek mit Abspielanlage für Kassetten, 4 Hörerplätze, Ausstellungen bildender Künstler,
Lage: Nähe U-Bahn-Station Silberhornstr., U 1 und U 8

Stadtteilbücherei Neuperlach, Plettstr. 19, Tel.: 671 485

Gegründet:	1970	Gesamtfläche: 389 m²
Bestand 1982:	51.264	Medieneinheiten
davon:	2.300	Kassetten
Ausleihe 1982	165.390	ME an Erwachsene
	153.458	ME an Kinder
davon	36.314	Kassetten
Eingeschriebene Leser 1982:	4.133	Erwachsene
	2.907	Kinder
Benutzer insgesamt:	100.586	

Stadtteilbücherei Obergiesing, Pöllatstr. 11, Tel.: 690 7186

Gegründet:	1968	Gesamtfläche: 502m²
Bestand 1982:	38.126	Medieneinheiten (ME)
davon	1.527	Kassetten
Ausleihe 1982:	126.187	ME an Erwachsene
	64.331	ME an Kinder
davon	20.336	Kassetten
Eingeschriebene Leser 1982:	2.657	Erwachsene
	1.276	Kinder
Benutzer insgesamt:	60.482	

Besonderes: Erste Münchner Stadtteilbücherei mit Audiothek, eingerichtet 1972, Abspielanlage für Schallplatten und Kassetten, 8 Hörerplätze; kleiner Vortragsraum für Veranstaltungen in Verbindung mit der Volkshochschule.

Stadtteilbücherei Ramersdorf, Bad-Schachener-Str. 1, Tel.: 40 06 82

Gegründet:	1934	Gesamtfläche: 155m²
Bestand 1982:	28.028	Medieneinheiten (ME)
davon	724	Kassetten
Ausleihe 1982:	83.346	ME an Erwachsene
	48.071	ME an Kinder
davon	9.477	Kassetten
Eingeschriebene Leser 1982:	2.044	Erwachsene
	817	Kinder
Benutzer insgesamt	41.718	

Besonderes: Verlegung in neue Räume (510m²) Eröffnung ca. Okt./Nov. 1983

Stadtteilbücherei Waldtrudering, Wasserburger Landstr. 211, Tel.: 430 6372

Gegründet:	1952	Gesamtfläche: 258 m²
in den jetzigen Räumen seit	1967	
Bestand 1982:	39.363	Medieneinheiten (ME)
davon	1.178	Kassetten
Ausleihe 1982:	132.132	ME an Erwachsene
	89.246	ME an Kinder
davon	16.695	Kassetten
Eingeschriebene Leser 1982	3.505	Erwachsene
	1.937	Kinder
Benutzer insgesamt:	70.278	

Jugendbücherei Haidhausen, Wörthstr. 2, Tel.: 448 42 84

Gegründet:	1959	Gesamtfläche 100 m²
Bestand 1982:	17.438	Medieneinheiten (ME)
davon	1.324	Kassetten
Ausleihe 1982	13.955	ME an Erwachsene
	80.836	ME an Kinder
davon	16.673	Kassetten
Eingeschriebene Leser 1982:	564	Erwachsene
	1.074	Kinder
Benutzer insgesamt:	30.092	

Besonderes: Die Bestände werden 1984 in die Kinderbibliothek der Münchner Stadtbibliothek Am Gasteig integriert.
Öffnungszeiten: Mo und Fr 13.00 - 19.00 Uhr
Di,Mi,Do 12.00 - 16.00 Uhr

Büchereigruppe Süd

Stadtteilbücherei Au, Zeppelinstr. 5-7, Tel.: 65 95 18

Gegründet:	1962	Gesamtfläche: 251 m²
Bestand 1982:	40.094	Medieneinheiten (ME)
davon	1.453	Kassetten
Ausleihe 1982:	113.74-	ME an Erwachsene
	47.557	ME an Kinder
davon	15.945	Kassetten
Eingeschriebene Leser 1982:	2.696	Erwachsene
	1.063	Kinder
Benutzer insgesamt:	51.206	

Besonderes: Rege Veranstaltungstätigkeit speziell für Kinder

Stadtteilbücherei Fürstenried, Berner Str. 4, Tel. 75 33 87

Gegründet:	1962	Gesamtfläche: 216 m²
Bestand 1982	47.391	Medieneinheiten (ME)
davon	1.483	Kassetten
Ausleihe 1982	109.819	ME an Erwachsene
	70.871	ME an Kinder
davon	16.009	Kassetten
Eingeschriebene Leser 1982	2.839	Erwachsene
	1.623	Kinder
Benutzer insgesamt:	57.362	

Besonderes: Umfangreiches Veranstaltungsprogramm

Stadtteilbücherei Hadern, Guardinistr. 90, Tel. 714 06 02

Gegründet:	1981	Gesamtfläche:	597 m²
Bestand 1982:	34.458	Medieneinheiten	
davon	1.266	Kassetten	
Ausleihe 1982	89.770	ME an Erwachsene	
	86.650	ME an Kinder	
davon	18.824	Kassetten	
Eingeschriebene Leser 1982:	2.058	Erwachsene	
	1.331	Kinder	
Benutzer insgesamt:	56.006		

Besonderes: Audiothek mit Kassettenabspielanlage, 7 Hörerplätze, Autorenvorlesungen, Ausstellungen bildende Künstler

Stadtteilbücherei Isarvorstadt, Lindwurmstr. 105/I, Tel.: 7735 41

Gegründet:	1955	Gesamtfläche:	146 m²
Bestand 1982	29.795	Medieneinheiten (ME)	
davon	1.574	Kassetten	
Ausleihe 1982	81.097	ME an Erwachsene	
	43.196	ME an Kinder	
davon	15.170	Kassetten	
Eingeschriebene Leser 1982:	1.816	Erwachsene	
	752	Kinder	
Benutzer insgesamt:	39.458		

Besonderes: Umzug in größere Räume im Neubau des Arbeitsamtes für Ende 1985 vorgesehen.

Stadtteilbücherei Laim, Fürstenrieder Str. 166, Tel.: 714 74 89

Gegründet:	1937	Gesamtfläche:	207 m²
in den jetzigen Räumen seit	1963		
Bestand 1982	29.432	Medieneinheiten (ME)	
davon	1.023	Kassetten	
Ausleihe 1982	98.690	ME an Erwachsene	
	53.884	ME an Kinder	
davon	13.166	Kassetten	
Eingeschriebene Leser 1982:	2.409	Erwachsene	
	1.201	Kinder	
Benutzer insgesamt:	48.436		

Besonderes: Verlegung in größere Räume in einen Neubau geplant.

Stadtteilbücherei Neuaubing, Wiesentfelser Str. 68, Tel. 87 80 10

Gegründet:	1968	Gesamtfläche:	250 m²
Bestand 1982	34.547	Medieneinheiten (ME)	
davon	866	Kassetten	
Ausleihe 1982	70.976	ME an Erwachsene	
	55.061	ME an Kinder	
davon	11.391	Kassetten	
Eingeschriebene Leser 1982	1.715	Erwachsene	
	1.094	Kinder	
Benutzer insgesamt:	40.011		

* Stadtteilbücherei Pasing, Bäckerstr. 9, Tel.: 889 12 65

Gegründet:	1941	Gesamtfläche:	1.051 m²
in den jetzigen Räumen seit	1977		
Bestand 1982	73.793	Medieneinheiten (ME)	
davon	2.257	Kassetten	
Ausleihe 1982	287.646	ME an Erwachsene	
	156.782	ME an Kinder	
davon	32.694	Kassetten	
Eingeschriebene Leser 1982	8.419	Erwachsene	
	4.443	Kinder	
Benutzer insgesamt:	141.088		

Besonderes: Audiothek mit Kassettenabspielanlage, 16 Hörerplätze; AV-Anlage mit 2 Videorecordern und Television.
Lage: Nähe S-Bahn-Station Pasing, S 3, S 4, S 5, S 6.

* Stadtteilbücherei Sendling, Albert-Roßhaupter-Str. 8, Tel.: 726 32 41

Gegründet:	1929		
in den jetzigen Räumen seit	1981		
Bestand 1982	63.431	Medieneinheiten (ME)	
davon	2.447	Kassetten	
Ausleihe 1982	260.855	ME an Erwachsene	
	133.584	ME an Kinder	
davon	34.781	Kassetten	
Eingeschriebene Leser 1982:	6.629	Erwachsene	
	2.735	Kinder	
Benutzer insgesamt:	125.218		

Besonderes: Audiothek mit Kassettenabspielanlage, 12 Hörerplätze; AV-Anlage mit 2 Videorecordern u. Television.
Lage: Nähe U-Bahn-Station Harras, U 3 und U 6

Stadtbücherei Solln-Forstenried, Stockmannstr. 47, Tel.:79 26 12

Gegründet:	1968	Gesamtfläche:	304 m²
Bestand 1982	41.401	Medieneinheiten (ME)	
davon	970	Kassetten	
Ausleihe 1982	118.034	ME an Erwachsene	
	81.359	ME an Kinder	
davon	13.873	Kassetten	
Eingeschriebene Leser '82:	2.857	Erwachsene	
	1.555	Kinder	
Benutzer insgesamt:	63.299		

Stadtteilbücherei Westend, Schrenkstr. 8, Tel.; 50 71 09

Gegründet:	1963	Gesamtfläche	433 m²
Bestand 1982	38.341	Medieneinheiten (ME)	
davon	2.273	Kassetten	
Ausleihe 1982	66.770	ME an Erwachsene	
	32.062	ME an Kinder	
davon	12.771	Kassetten	
Eingeschriebene Leser '82:	1.766	Erwachsene	
	831	Kinder	
Benutzer insgesamt:	31.375		

Besonderes: Großer Bestand an Literatur für ausländische Arbeitnehmer, da in Ausländer-Wohnquartier gelegen.

SONDERBÜCHEREIEN

Gegründet: 1954

10 Krankenhausbüchereien und 13 Büchereien in Altenheimen.

Gesamtbestand: 62.709 Medieneinheiten
Ausleihe 1982: 207.517 "

Mobiler Hausdienst (Einführung 1981):

Der Kleinbus des mobilen Hausdienstes betreut bei 12 Touren monatlich insgesamt 300 nicht gehfähige oder ans Haus gebundene Münchner Bürger.
Ausleihe (1982): 11.829 Bücher, Zeitschriften und Audio-Kassetten

Zentrale der Sonderbüchereien: Stollbergstr. 9, Tel. 233- 43 53

WANDERBÜCHEREIEN

6 Bücherbusse(davon 3 Busse für den Einsatz in Münchner Schulen)
123 Ausleihstellen in allen Stadtteilen
Gründung der ersten mobilen Bücherei (Straßenbahn-Triebwagen) in München im Jahr 1928

Gesamtbestand der Wanderbüchereien:	150.943	Medieneinheiten (ME)
Ausleihe (1982):	284.585	ME an Erwachsene
	602.318	ME an Kinder
Eingeschriebene Leser (1982)	4.539	Erwachsene
	19.936	Kinder
Benutzer insgesamt:	281.557	

Zentrale der Wanderbüchereien: Westendstr. 200, Tel.: 57 50 23

MÜNCHNER STADTBIBLIOTHEK AM GASTEIG

Regionalbibliothek für München, Eröffnung 1984, Gesamtfläche 25.000 m²
Bestände:

Freihandbibliothek	120.000	ME	
Kinder- und Jugendbibliothek	25.000	ME	
Musikbibliothek	40.000	ME	40 Arbeitsplätze
mit Audiothek	25.000	Tonträger	42 Hörplätze
Philatelistische Bibliothek	18.000	Bände	10 Arbeitsplät.
Magazinbestand	600.000	ME	
Lesesaal	40.000	Bände	130 Arbeitsplätze
Zeitschriftenlesesaal	12.000	Bände	40 Arbeitsplätze
	800	Zeitschriften	
Informationssbibliothek	10.000	Bände	

2 Vortragsräume mit 150 und 50 Plätzen

Städtische Bibliotheken im Stadtgebiet München